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THE UNIVERSITY OF ALBERTA

SOME HISTORICAL ASPECTS IN THE GROWTH OF
HOME ECONOMICS EDUCATION IN THE PROVINCE OF ALBERTA

A DISSERTATION SUBMITTED TO THE COMMITTEE ON
GRADUATE STUDIES IN PARTIAL FULFILMENT
OF THE DEGREE OF MASTER OF EDUCATION

FACULTY OF EDUCATION

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OCTOBER, 1954

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The undersigned hereby certify that they have read and do recommend to the Committee on Graduate Studies for acceptance a thesis entitled "Some Historical Aspects in the Growth of Home Economics in the Province of Alberta," submitted by Edith Muriel Ritchie, B.Ed., in partial fulfilment of the requirements for the degree of Master of Education.

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ACKNOWLEDGMENTS

In presenting this thesis the writer wishes to acknowledge a cherished debt of long standing for the original suggestion from which this work grew, namely to Thomas Harold Ritchie under whose encouragement the author began her work in the teaching of Home Economics.

Also, it is with appreciation that gratitude is given to Professor Mabel Patrick for inspiration and direction received during the preparation of this dissertation, and to Professor Grace Lesley Duggan for valuable criticisms, suggestions and assistance in the work of construction and revision. The helpful advice and pertinent observations on the development of the discourse by Professor H. T. Coutts are likewise recognized. To Miss Georgina Thompson, reference librarian of the Calgary Public Library particular mention is accorded for her aid in securing early sources of information, and in allowing the use of valuable clippings and records.

The writer is furthermore indebted to a number of educationists in the Province of Alberta for furnishing reports and statistics, especially to Mr. W. E. Frame, Chief Superintendent of Schools, and Miss A. B. MacFarlane,

Supervisor of Home Economics.

Finally, to all home economics' teachers and home economists this study is dedicated.

ABSTRACT OF THESIS

The purpose of this study was to trace the development and consider the significance of the changes in the home economics curriculum since its introduction into Alberta schools. The main problem was to secure data that would provide a picture of practices and conditions in the field of home economics in the province of Alberta. The survey investigated the various aspects of the progress of home economics: subject matter, content of courses and the general attitudes toward home economics and the effectiveness of the programme in order to determine the place of home economics in the educational programme of Alberta. The study was centred mainly in the development of the curriculum in home economics and in the procedures employed to achieve it. In addition references were made to the manner in which the Department of Education has and is solving some of the problems connected with the teaching of this special subject.

The procedure followed in gathering the data was first, to examine the periodical literature on home economics for general information. Secondly, specific information was obtained by consulting the following sources.

School Board Records
Newspaper files

Alberta School Act
Normal School and University Calendars
Personal Interviews
Correspondence
Annual Reports of the Department of Education
Courses of Study for the Schools of Alberta

The historical background of education in the home and the early beginnings of the teaching of home economics was given in order to place the developments in their proper relationship to each other and to the educational system of Alberta as a whole.

Information for the chapter entitled "The Home and Home Economics Education" was gathered from a number of secondary sources including Encyclopedia articles and Dr. Willystine Goodsell's "A History of the Family as a Social and Educational Institution," while the development of the home economics movement in the United States and Canada was gleaned from such authors as Winchell, Atwater, Cooley, Bane, Hunt, Spafford, Hanna, Craig, and the Canadian and American Home Economics Journals. The development of home economics in Alberta was outlined from a study of such primary sources as the annual reports and programmes of study issued by educational authorities before and after the creation of the province in 1905. Letters, newspaper files and magazine articles as well as personal interviews supplemented this information, and produced material for the last chapters.

In tracing the origin of home economics instruction in Alberta the author found that the first curriculum was strongly influenced by American examples. The first curriculum remained in effect until 1912.

Subsequent curriculum developments resulted in two great revisions in elementary and secondary courses in home economics, the one in 1936 and the other from 1950 to 1953. The sweeping curriculum revision of 1936 covered education from Grades I to XII and introduced the integrated method which was used in the entire home economics programme, until 1953 when it was eliminated from the Senior High School programme in favor of one of specialization. However, the integrated homemaking technique is still the method employed in the Junior High School, and so the principles of activity education still remain.

Analysis of the home economics curricula in Alberta reveals that the main objective has come to be the development of high standards of personal and family living. The need for flexibility in the programme to meet community and individual differences has been stressed. Home economics has the greatest influence and attendance in the Junior High School. The present work has indicated how the attempt has been made to bring about a closer connection between the schools and the life activities of the students. Furthermore,

the study has shown that as home economics has been adapted to the changing needs of the province so have people with foresight guided its growth in accordance with developments in the provincial field of education. Changes in the socio-economic situation which have affected the home have been reflected in the content of subject matter in home economics education. New inventions have changed the nature of work in the home. And, as it no longer produces most of its requirements, there has been a need for education in the intelligent purchase and consumption of commodities.

In addition, it has been shown that difficulties have stood in the way of the establishment of home economics in the schools. These obstacles have centered around such causes as lack of qualified personnel; the need of funds, equipment and accommodation; two world wars and depression periods, and in recent years the rapidly expanding school population. These factors retarded education generally, but the structure of home economics advancement was especially affected.

The general picture from this collection of facts reveals that much has been done toward providing adequate home economics instruction and accommodation especially in the city and town school districts and divisions. However, more remains to be done in Alberta in consideration

of the facts that all girls do not receive such training and that there is a shortage of qualified personnel and a lack of facilities in some areas for carrying out an effective province-wide home economics programme.

The investigation has revealed that in recent years, from 1935 to 1953, there has been a readiness to adopt newer and better methods of instruction in home economics as these have shown promise of being more efficient and sounder than those previously used.

The author concludes with a number of recommendations pertaining to certification of home economics teachers, the need for teachers' and students' manuals and some emphasis on further work to be done in home economics research in Alberta, the need for evaluation of teaching methods and a public relations enterprise for home economics education in Alberta.

TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION	1
	The Purpose of This Study	1
	Importance of the Study	2
	Defining Home Economics	3
	Brief Review of Source Material	8
II	THE PROCEDURES OF THE STUDY AND THE SOURCES OF DATA	11
III	THE HOME AND HOME ECONOMICS EDUCATION	13
IV	THE BEGINNINGS OF HOME ECONOMICS AND ITS DEVELOPMENT IN ALBERTA	22
	Early History of Home Economics	22
	The Introduction of Home Economics into Alberta Schools	27
	Early Teaching of Home Economics in Calgary	30
	The Report of the Royal Commission on Industrial Training and Technical Education	34
	Home Economics in the Normal Schools	37
V	FURTHER DEVELOPMENTS IN HOME ECONOMICS IN ALBERTA	43
	The General Picture from 1913 to 1917 ...	43
	A Pre-vocational School	49
	Household Science and Manual Training Differentiated from Technical Education	54

CHAPTER		PAGE
	Agricultural High Schools	55
	The New Policy	57
	Summer School for Teachers at the University of Alberta	58
VI	HOME ECONOMICS IN ALBERTA FROM 1917 TO 1936.	61
	Household Arts in the Public School from 1917 to 1922	61
	The 1922 Course in Household Economics for Grades VII and VIII	67
	Home Economics in the High School	70
	The Technical High School Course	72
	Certification of Household Economics Teachers	77
	Economic and Social Crises	77
VII	HOME ECONOMICS IN ALBERTA FROM 1936 TO THE PRESENT	81
	A New Programme	81
	The 1936 Course in Home Economics for the Intermediate School	82
	Home Economics for the High School	86
	Centralization and Circuits	92
	Summer School for Teachers	93
	Accommodation and Equipment	95
	The 1941 Revision of Home Economics for the Intermediate School	96
	The War Years	99
	Appointment of a Supervisor of Home Economics	106

CHAPTER	PAGE
Programme of Studies for the High School	109
Teacher Training	110
General Observations from 1945 to 1953 ..	112
Special One Year Course in Home Economics at the University of Alberta 1954-55 Session	119
VIII THE CONTINUATION AND APPLICATION OF HOME ECONOMICS EDUCATION	120
School of Household Economics	120
The Alberta Schools of Agriculture and Home Economics	121
Provincial Institute of Technology and Art	122
Adult Education	123
IX SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ...	125
Summary	125
Conclusions	138
Recommendations	144
BIBLIOGRAPHY	151
APPENDICES	154
A Course of Studies for the Public Schools, 1912.	155
B Summer Session Courses, 1941	169
C Course of Studies for the Public Schools, 1920.	174
D Part III of the Course of Studies for the Elementary Schools, 1922	182
E High School Subjects of Study, 1924	202

APPENDICES

PAGE

F	Curricula - Alberta High Schools, 1928	205
G	Household Economics 1 and 2, 1927	210
H	Technical High School Course Outlines, 1929 ...	216
I	Programme of Studies for the Intermediate School, 1936	219
J	Revised Programme for Grade XI, 1938	245
K	Programme of Studies for the High School, 1940 .	246
L	Needlework	261
M	Programme of Studies for the Intermediate School, 1941	265
N	Certification of Teachers	288
O	Enrolment of pupils in the Elective Courses ...	291
P	Statistics Relating to Home Economics Centres and Staff	293
Q	Enrolment of Pupils in Classes in Home Economics	294
R	Careers for which Home Economics Training is a Preparation	295
S	Questionnaire	297
T	Guide for evaluating	301
U	Bulletin No. 147, Department of Education	303
V	Programme of Studies for the High School, Home Economics 1 and 2, 1947	305
W	Technical Subjects	334
X	Arts and Crafts	400

CHAPTER I

INTRODUCTION

1. The Purpose of This Study

Home economics has a place in the education programme of Alberta. For this reason the writer believes that it is important to trace the development and consider the significance of the changes in the home economics curriculum since its inception.

Primarily, the problem is to describe and examine, in some detail, the progress of home economics in the schools and in teacher training courses, with a view to determining and evaluating its status in the educational growth of the Province of Alberta.

As the advancement of home economics instruction is outlined, the writer hopes to find facts pertaining to the following questions:

(1) Has the home economics curriculum been changed by school authorities to keep in step with the progress and needs of the province and in accordance with modern educational research?

(2) What modifications in class room methods have taken place through the years?

Finally, there is a documentary aim in this thesis. The research on home economics in Alberta reveals a scarcity

of source material. Consequently, the author wishes to collect information from early records which are difficult to obtain, so that future investigators, curriculum makers and teachers may have it more readily available. It is felt also, that this should be done while it is still possible to consult some of the pioneer workers in the field. In the attempt to provide such an account it is hoped that the origin of the first Alberta curriculum in home economics is found, as well as circumstances which have led to the present programme, and the changes in class room methods which have accompanied the curricular adjustments.

2. Importance of the Study

Joseph R. Strobel has written:

Preparation for home and family living is more and more being considered one of the important goals of education in the modern school. Homemaking programs in the secondary schools have a unique contribution to make to this preparation, for home economics is the only subject area which is centered on the home activities and the relationships which enable the pupil to assume the responsibilities of homemaking.¹

This points up an important value of home economics that applies in Alberta too. It seems appropriate that a survey of home economics education in Alberta be made to show teachers and others concerned something of a programme

¹ Home, School and Community Experienced in the Homemaking Program. (U. S. Department of Health, Education and Welfare, Office of Education. Vocational Bulletin No. 252. Education Series No. 29. 1953), p. iii, forward.

which is focused on "overall homemaking education goals".²

Significant, too, is a quotation from Educating Our Daughters by Doctor Lynn White Jr., President of Mills College for girls:

These, then, are the fields of greater interest to women than to men -- the studies dealing with the institution of the family and all that contributes to its well-being through food, beauty and warmth, shelter and security -- which will be developed to supplement the traditional curriculum in proportion as women lose their sense of inferiority in the realm of higher education. They are important, however, not merely for the majority of women college students who will be marrying but also for the unmarried, both because they too must maintain homes for themselves and because the greater part of the vocations in which women have prospered are professional extensions of these subjects.³

3. Defining Home Economics

Before proceeding further an examination of the content of home economics is essential for a clear understanding of its place in the curriculum.

Few courses have appeared under so many names. Beginning in the 1870's as cooking and sewing, it later became known as domestic science, domestic art, domestic economy, housewifery, household arts, household science or household economics.⁴

² Loc. cit.

³ Lynn White Jr., Educating Our Daughters (Harper and Brothers, New York, 1950), p. 86.

⁴ The Philosophical Library of New York City, Encyclopedia of Modern Education (F. Hubner and Company Inc., New York City, 1943), p. 371.

In September 1899, a number of scientists, teachers and others interested in home economics gathered at Lake Placid in New York State.⁵ The aim of the meeting was to organize a movement for the advancement of home economics and to unify the different persons interested in the problems in this field.

Among the most important topics under discussion at this first Lake Placid Conference were classification and terminology. Until that time home economics had been classified under "Production" in the library catalogue. It was decided to consider it as a distinct section in the general field of economics so that it would have a logical place in the college and university offerings and not be confused with the "household arts". Thereafter, it was entered as "Economics of Consumption".⁶

Following a full discussion, the name of home economics was agreed upon as the title preferable for the whole general subject. Other phrases were used for the subdivisions: domestic economy for younger pupils; domestic science for students at the high school level; and home economics for college courses.⁷

⁵ For the history of the Lake Placid Home Economics Conference see Hazel T. Craig, The History of Home Economics, (New York, 1945, Practical Home Economics).

⁶ Craig, op. cit., pp. 8-9.

⁷ Lita Bane, Mildred R. Chapin, Introduction to Home Economics, (Houghton Mifflin Company, Cambridge, 1945), p. 132.

Agnes K. Hanna reports the difficulty of designating the content of home economics as follows:

In most subjects of instruction there is a relatively clearly defined field of related facts, principles, laws and applications which are accepted as belonging in a coherent system. Chemistry, mathematics and history mean practically the same thing to everyone with the differences and deeper interpretations which come with greater knowledge in any of these fields. There is no such definiteness to the definition of home economics. While in general terms the subject matter centers around the study of foods, clothing and shelter, the different aspects under which these main topics may be considered are so varied that there are limitless possibilities of defining the content of courses.⁸

Home Economics has drawn from the natural and social sciences as well as from the arts for its objectives. As early as 1902 leaders in the field recognized its functional character as illustrated in the following paragraph:

Home Economics in its most comprehensive sense is the study of laws, conditions, principles and ideals which are concerned on the one hand with man's physical environment and on the other with his nature as a social being, and is the study especially of the relation between these two factors. In forming a complete definition, however, it may be possible to consider home economics as a philosophical subject, a study of relations while the subjects on which it depends, economics, sociology, chemistry, hygiene and others are empirical in their nature and concerned with events and phenomena.⁹

The American Home Economics Association in 1913 outlined and defined home economics as a distinctive subject of

⁸ Agnes K. Hanna, Home Economics in the Elementary and Secondary Schools, (Boston: Whitcomb and Barrows, 1922), p. 208.

⁹ The Philosophical Library of New York City, op. cit., p.371.

instruction. It is: "the study of the economic, sanitary and aesthetic aspects of food, clothing and shelter as connected with their selection, preparation and use by the family in the home or by other groups of people."¹⁰

Home economics like many other subjects of instruction -- for example, sociology, engineering, agriculture -- is a complex. In it the contributing groups are art, history, anthropology, sociology and aesthetics, economics, physiology, hygiene, mathematics, chemistry, physics and biology.¹¹

In the 1935 revision of the American Home Economics Association syllabus, the subject matter was divided into five major areas: The family and its relationships; family economics; the house; foods and nutrition; and textiles and clothing.¹²

Traditionally then, home economics has been concerned with the feeding and housing of the individual and the family. In recent years, however, stress has been laid on many other activities: the care and guidance of children, the maintenance of family health, home nursing, the management and use of individual and family resources, the growth and development of members of the family and the social relationships of individuals. Basic knowledge has been "unified, reinter-

¹⁰ American Home Economics Association, Syllabus of Home Economics. (Baltimore: American Home Economics Association, 1913), pp. 7-8.

¹¹ Loc. cit.

¹² Craig, op. cit., p. 40.

preted, and related" to form a body of information "which has as its focal point the betterment of home and family living."¹³ Today, all phases of homemaking, with the emphasis on personal and social development, provide a variety of experiences and activities based on real life situations with a view to discovering the basic underlying principles.¹⁴

To conclude the above observations, it is noted by Duggan¹⁵ that, "Trends in home economics education have shifted from the homemaking skills as an end in themselves to the social development of the individual as a person and as a member of a family, and of a community."

Now that a number of opinions have been considered in order to clarify the meaning of home economics an attempt may be made to trace the development of the instruction in the schools of Alberta. Because homemaking is as old as the family, some thought must be given to the relationship of home economics and the education of girls within the family. Important, also, are the early beginnings of home economics in the United States and Eastern Canada for they have a

¹³ Anna M. Lee, "Home Economics", The American People's Encyclopedia, 1915, X, 559.

¹⁴ Ontario Department of Education, Intermediate Division, Grades VII, VIII, IX and X. Curriculum 1:1, Revised 1950. p. 266.

¹⁵ Grace Lesley Duggan, "A Study of Some Aspects of Home Economics Education in Canadian Universities," (Edmonton, Alberta, sponsored by the Canadian Home Economics Association, 1950), p. 6.

bearing on its introduction into Alberta schools.

4. Brief Review of Source Material

Observations on the progress that Alberta has made in home economics, since it was first introduced into the schools, are not readily available. As is to be expected information can be secured easily on the nature and extent of courses now administered by the Department of Education, the University of Alberta and the Department of Agriculture. However, material is scanty regarding subject matter and instruction in the earlier years.

A search for relevant literature was made to determine the need for a history of the growth of home economics in the Province of Alberta, particularly with reference to the schools and teacher training courses. Accounts dealing specifically with home economics in Alberta seem to be few. However, the search for Canadian background material pertinent to this treatise revealed one survey of particular interest.¹⁶ This is summarized as follows:

A brief history from 1822 of the teaching of home economics is followed by a portrayal of the present practises in Canada. The focal problem of the study is the extent to which home economics education is directed towards strengthening the Canadian home.

¹⁶ Alethea Mae Stewart, "Current Practises in Home Economics Particularly With Reference to Alberta", (Unpublished Master of Education Thesis, The University of Alberta, Edmonton, 1949).

After examining the periodical literature and courses of study and after consulting Departmental files, the author concludes, "Home Economics is a way of life rather than a subject matter course. Its fundamental objective is the improvement of personal and family living."¹⁷

Another recent work¹⁸ was of value because it revealed the most recent published thinking of Canadian authorities on the teaching of home economics. The general conclusion of this investigation most applicable to the present study is that, "Finally, it must never be forgotten that the original goal of home economics education is as true now as it was in 1900; namely to promote better family living."¹⁹

The review of existing writings failed to disclose any manuscripts on the growth of home economics education in Alberta. Furthermore, as the studies mentioned indicated only a general reference to such development, it seemed important that some research should be made into the progress of home economics in this province.

So, because of the inadequacy in the present informa-

¹⁷ Dr. H. E. Smith, (ed.) Abstracts of Theses in Education, 1929-1949, (Faculty of Education, University of Alberta, December 1949), No. 107. p. 15.

¹⁸ Duggan, op. cit.

¹⁹ Grace Lesley Duggan, "A Study of Some Aspects of Home Economics Education in Canadian Universities" -- II. The Canadian Home Economics Journal, Volume 2, Number 4, December 1952. p. 8.

tion on the topic, it is hoped that the observations which follow will fill the gap and answer some of the questions asked about home economics in Alberta.

CHAPTER II

THE PROCEDURE OF THE STUDY AND THE SOURCES OF DATA

As revealed in the preceding section, a search for available literature dealing with the subject of home economics education in Alberta, and a review of existing manuscripts was first made as a basis for the approach to the problem. Material of a general nature in the teaching of home economics can be found. But, for specific details for this province, it has been necessary to make use of the Annual Reports of the Department of Education and other current publications such as the Annual Reports of the Technical Education Branch of the Department of Labour of Canada, The Royal Commission on Industrial Training, and Technical Education Sessional Paper No. 191 D. A. 1913.

In addition, a search was made for available data from the following sources:

School Board Records

Newspaper Files

Alberta School Act

Government of Alberta Grant Regulations

Normal School Calendars

University Calendars

Calendars of the Alberta Schools of Agriculture and Home Economics

Personal interviews

Correspondence

Courses of Study for the Schools of Alberta

A. T. A. Magazines

The approach to this thesis is from the standpoint of history, not philosophy of education. It is the writer's intention to assemble information concerning the home economics courses which have been taught in Alberta from the beginning and to relate them to the progress of education and the social advancement of the province.

Before proceeding it should be stated that the author does not intend to enter into any of the involved arguments concerning the relative values of home economics as compared to other courses in the education programme.

CHAPTER III

THE HOME AND HOME ECONOMICS EDUCATION

In this chapter the interplay of home economics education with that of the home will be discussed in order to determine the place of such training and to discover what conditions in living caused it to become part of the school curriculum.

Historically, homemaking appeared early.¹ In the fourth century B.C. Socrates² wrote of home and farm management. In these writings a husband outlined the duties of a wife:

I am paying into the common stock all that I have, and you have put in all that you brought with you and we are not to reckon up which of us has actually contributed the greater amount but we should know of a surety that the one who proves the better partner makes the more valuable contribution.

Your duty will be to remain indoors and send out those servants whose work is outside and superintend those who are to work indoors, and to receive the incomings, and distribute so much of them as must be spent, and watch over so much as is kept in store, and take care that sum laid by for a year be not spent in a month. And when wool is brought to you, you must see that cloaks are made for those that want them. You must see, too, that the dry corn is in good condition for making food.

¹ Consult, Willystine Goodsell, Ph. D., A History of the Family as a Social and Educational Institution, (The Macmillan Company, New York, 1917).

² Bertha E. Nettleton, "The Early Days", Journal of the American Dietetic Association, Volume 24, p. 978.

Let us choose the place that each portion should occupy. How good it is to keep one's stock of utensils in order, and how easy to find a suitable place in a house to put each set in. How beautiful it is to see cloaks of all sorts and conditions kept separate or blankets, or brazen vessels or table furniture!³

These comments are applicable to a well run home today and form the basis for sound family relationships, budgeting, conservation, preservation and home management. Also, in ancient Greece, the education of girls was confined to the home, where the mother trained her daughters in home management and in womanly graces. This pattern of home education continued to a greater or less degree through the ages to the time of the colonial settlements in America in the early years of the seventeenth century.

With the passing of time woman became recognized as an individual. Thus, in the educational world there have been many adjustments to meet her changing needs.⁴ In order that the reasons for these adaptations may be seen, a look at the development of woman's work in the home, the community and the world has been taken.

Much has been written about homes and home life and the economics and social relationships arising out of family living. Through the centuries homemaking has been a major

³ Ibid., p. 980.

⁴ Cooley, Winchell, Spohr, and Marshall, Teaching Home Economics, (The Macmillan Company, New York, 1922), p. 3.

activity of all peoples in all lands. Civen⁵ notes that:

The home itself is the centre of all those activities which are particularly concerned with the material aspects of daily life, such as the getting of food and clothing as well as a reflection of the various cultural forms of the period.⁶

The importance of the home as the centre of family life arises from the fact that the human infant is completely helpless at birth and must receive care and shelter to survive. The rearing of children has traditionally been assigned to woman and in most cases it is her duty not only to see to the material well-being of her offspring but also to teach him those forms of behavior which will meet with societal approval. Thus the family served as the educative institution in the society, relating the child to his culture in terms of survival, religion, ideology and social organization.⁷

Originally, the home achieved all these objectives, but the trend in modern times has increasingly delegated these functions to agencies outside the family group. More and more the school has been taking over some of the functions formerly performed by the home, "not because the home is not willing to do what it once did but because the changed conditions make it impossible for the home to assume

⁵ G. Civen, "Home and Home Life," The American People's Encyclopedia, Volume X, 1915, p. 554.

⁶ Loc. cit.

⁷ Ibid., p. 554.

the full responsibilities."⁸

In 1929, Atwater⁹ expressed the view that there was nothing new in the idea that girls should be taught to cook, sew and clean. In the past it was often all they were taught. These things were merely matters of skill and practice, learned at home and of no direct concern to any one but the housekeeper. The management of the household was considered as knowledge which was passed on from mother to daughter. The rearing of children was left to the "maternal instinct" guided by advice from others.¹⁰

The home did not become the subject of systematic study until the "machine age" with its changes of work and wealth. The old standards and activities of the home were out of alignment with actual habits and conditions. In time, scientific investigation had spread to the very threshold of household and family problems.¹¹

There was a time when the interests of the adults, especially the male adults, were considered paramount in the family. In this "century of the child" society has now placed a premium upon individualism and self-realization.

⁸ Cooley, op. cit., p. 26.

⁹ Helen W. Atwater, Home Economics -- The Art and Science of Homemaking, (Chicago, American Library Association, 1929), p. 9.

¹⁰ Loc. cit.

¹¹ Ibid., p. 10.

The cohesive, highly integrated family has given way to a smaller unit more directly concerned with consumption than productivity. While modern home life is losing its economic function the importance of the home in the personality development of the child has become increasingly its duty. But even this responsibility has been somewhat thwarted by the growing use of the schools for education, and the wide range of contacts beyond the limits of the family circle.

Home life in the large city today indicates a disintegrating family structure. While women have achieved in some measure an equality of status with men, they have also been harassed with the difficulties arising out of maintaining a home and career at the same time. For many women, however, no such problems arise since neither financial need nor desire for outside employment has drawn them away from their homes. Notwithstanding this fact, the number of employed women has increased.¹² Home life for this group has centered, usually, about an apartment which is rented and not owned.

Community agencies which service the needs of an employed woman who may also be managing a home have increased. For many adult members of a family, the home

¹² Dominion Bureau of Statistics 1952, Ottawa, 1954. See Appendix.

has become little more than a place in which to eat and sleep.¹³ So, the growing dependence of the home upon organized industry has been paralleled by the increased introduction of skilled services into the home.

Druzilla Kent writes:

The successful homemaker today must be able to assume a wide variety of responsibilities in connection with a complex pattern of living. The pioneer homemaker's tasks were quite different from those of the modern era. They were also easier to define and to develop skill in performance. Skill at performing these tasks to meet an acceptable standard was acquired through practising the methods mother or grandmother used until a satisfactory result, measured by an acceptable product, was attained. The basic needs of the family for clothes, food and soap remain, but how different is the learning required of the prospective homemaker today. A bewildering array of fabrics made from fibres unheard of a generation -- or even a year -- ago confront the woman shopping for rugs, household linens or clothing.¹⁴

Changing patterns of living are apparent in more than these aspects of homemaking, too. Perhaps, grandfather worked sixteen or more hours per day alone or with a hired man on the farm. The young husband of mid-twentieth century may work only eight hours a day but he may travel as much as two hours daily to and from his job, and see as many different people in a day on the bus and in the cafeteria where he eats lunch as his grandfather did in a lifetime. The new bride in grandfather's day probably moved into a house on the same farm, or at least in the same community, where she had grown up. Her mother, grandmother and adult friends whom she had known for a lifetime were handy sources of advice in any emergency. In 1953 in addition to marrying younger a bride may move hundred of

¹³ Given, op. cit., p. 558.

¹⁴ U. S. Department of Health, Education and Welfare, Office of Education, Home, School and Community Experiences in the Homemaking Program, Vocational Division Bulletin No. 252. Home Education Series No. 29, p. 1.

miles away from her family and friends perhaps spending much of the first few years of her marriage in temporary housing near defense centers or army camps.¹⁵

"Preparation for homemaking in such a situation can not be considered adequate, if it includes only the acquisition of housekeeping skills or if it encompasses only the situation within which the parental family lives and operates."¹⁶ Recognizing these facts, families and communities have welcomed the school into the field of homemaking education, for the woman of today needs specific training which will contribute both to womanhood and homemaking.

Today the necessities and pleasures of life are provided in different forms and by different means than was the case a generation ago. The modern home no longer houses all the essential industries which support life. In the average home of today certain industries do remain. The kitchen and dining room with the elements of their attendant industries still survive. However, our food materials are more varied and more convenient and the home preparation has been greatly curtailed by the commercial food industries. Today, many foods are either ready or partly ready to serve. In the past these had to be developed from their raw state to edible forms by the housewife. New fabrics and new processes go

¹⁵ Loc. cit.

¹⁶ Loc. cit.

into the making of our clothing and much more of it is purchased ready made. Furnishings, which make a convenient, comfortable house, are now more elaborate.

Cooley¹⁷ has affirmed that the needs of tomorrow are reflected in the life of today. The knowledge which is required in the present differs from that of the past and in view of this fact home economics has become an essential phase of education because it is a social study and the demands of everyday living make it one of prime importance.

"Home economics in the schools of today should endeavor to work towards the maintenance of the best types of homes and family life because they are vital forces in the establishment of a sound democracy."¹⁸

Furthermore, Lita Bane¹⁹ in discussing the education of the modern woman writes:

One of the vital functions of home economics training is to enable the homemaker to see beyond the walls of her home, to realize the relation of her home to society. She must be aware of the influences which bear upon her home and learn to use these external forces constructively.²⁰

It seems that with education in home economics the "Aim of the Homemaker" could be more fully realized. The

¹⁷ Cooley, op. cit., p. 57.

¹⁸ Ibid., p. 38.

¹⁹ Bane, op. cit., p. 115.

²⁰ Loc. cit.

objectives are to have the home:

Economically sound,
Mechanically convenient,
Physically healthful,
Morally healthful,
Mentally stimulating,
Artistically satisfying,
Socially responsible,
Spiritually inspiring,
Founded upon mutual affection and respect.²¹

²¹ Ibid., p. v.

CHAPTER IV

THE BEGINNINGS OF HOME ECONOMICS AND ITS DEVELOPMENT IN ALBERTA

1. Early History of Home Economics

As outlined in the previous chapter, the school has become more and more the centre of home and family-life education.

¹ Bane stated that the first home economics movement grew out of the lag between the findings of science and their application where they would be of untold value to mankind, namely in the home.² Ivol Spafford³ extends this viewpoint in the statement that:

Home economics grew out of a great social need, the recognition by social-minded women that many girls were not learning within the home the skills they needed to feed, clothe and house their families. Home economics has changed through the years with new knowledge in art and science, social science and psychology; with changes in the larger society and with a new concept of the purpose of education.⁴

The beginnings that were to result in home economics, as it is today, did not commence in the United States until near the end of the nineteenth century. In 1870 only four

¹ Bane, op. cit., p. 121.

² Loc. cit.

³ Ivol Spafford, Fundamentals in Teaching Home Economics, (John Wiley and Sons, Inc., New York, 1942), p. 7.

⁴ Loc. cit.

"land grant" colleges in Iowa, Kansas, Oregon and South Dakota had departments of domestic science. By 1896 the movement had progressed far enough so that the University of the State of New York had admitted household science to the examination list. Emphasis, in these early courses, was placed on learning the skills, in preparing food, making clothing and caring for the house. At that time it was offered only to girls.

There were earlier origins in Canada but these did not grow because the time was not ripe. Such a start was made as early as 1668 when,

Francois de Laval, first bishop of Canada attempted to establish agricultural education on the North American continent with a farm school in southeastern Canada for French and Indian boys. Before the end of the seventeenth century, certain household tasks were taught and assigned girls in the Ursuline Convents in Quebec, as part of their education. Sometime later the spinning and weaving of flax were introduced.⁵

At Chatham, Ontario, the Ursuline Sisters have had a school of home economics for over ninety years.⁶

Still later in 1882 in the Province of Quebec a school was established by the Ursuline Sisters of Roberval, Lake St. John County, which provided the daughters of the farmers with an education in "agricultural household science".

⁵ Craig, op. cit., p. 3.

⁶ Letter, Mother Dominica, Brescia Hall, London, Ontario, Canada.

This was the first school of its kind in Europe or America.⁷ There, Mother St. Raphael of the "Dames Ursulines de Roberval" directed education toward teaching young girls how to manage a home successfully according to their social positions.⁸ A similar school was started in 1905 at St. Paschal and still another at the Macdonald Agricultural College at Ste. Ann de Bellevue, Quebec.

The first great step in the United States toward organizing the home economics movement was taken in 1899 when a group of leaders in household economics met at Lake Placid, New York, to discuss the problems involved in the education of women and the training of teachers.⁹

These Lake Placid conferences in home economics were organized because in the last decade of the nineteenth century there had been a growing movement of courses of study in schools and colleges on subjects relating to home economics. This was helped by such things as the literature which Mrs. Ellen Richards prepared, her "New England Kitchen" and her exhibit of a similar character called "Rumford Kitchen" at the Chicago exposition in 1893. There were also Professor Atwater's investigations on human nutrition which

⁷ Miss Irene Hill, B.A., "Household Science", Encyclopedia of Canada, 1948, III, p. 205.

⁸ Mother Dominica, op. cit.

⁹ Bane, op. cit., p. 121.

had been in full operation at the Wesleyan University from 1894 and were associated with the Office of Experiment Stations at Washington.¹⁰

In Canada development was influenced by practices in the United States. The origin of home economics in Ontario was due to the vision of far-seeing philanthropists and educationists. Miss M. A. Clarke¹¹ writes:

We, who are beneficiaries of their pioneering, shall always respect the high ideals and the vision of two community-minded women -- Mrs. Adelaide Hunter Hoodless of Hamilton and Mrs. Lillian Massey Treble of Toronto, and of two early leaders in home economics education -- Miss Annie L. Laird and Miss Mary Urie Watson.

It was Mrs. Hoodless who in 1891 was responsible for the first classes in "the science and art of homemaking" held in the Hamilton Y.W.C.A. These paved the way for the first "Normal Courses for Domestic Science Teachers" and the official introduction of domestic science in the elementary school system in 1899. Shortly after, Mrs. Hoodless interested Sir William Macdonald in providing funds to build a home economics centre at the Ontario Agricultural College, Guelph. As a result Macdonald Institute opened its doors in 1903, offering, a "Normal Course in Domestic Science", a "Normal Course in Plain Sewing", a "Housekeeper's Course" and a variety of short courses.¹²

About the same time Mrs. Lillian Massey Treble devoted herself to the establishment of courses in homemaking for girls and young women at the Victor Mission in Toronto. In 1901-02 a two-year Normal course for the training of teachers was added to

¹⁰ Ibid., p. 122.

¹¹ Miss M. A. Clarke, "Home Economics in Ontario", Practical Home Economics, December, 1947.

¹² Loc. cit.

the curriculum of the school. This was the fore-runner of the Household Science Department of the University of Toronto which came into being in 1902 as a result of Mrs. Treble's enthusiasm and generosity. She, with the support of chancellor Nathaniel Burwash of Victoria College, interested the University authorities in establishing the first degree course in Household Science in Canada and the third on the continent. In 1908 the first sod was turned for a new building to house the Department of Household Science. This building was the gift of Mrs. Treble.¹³

The early educators in home economics at both the University of Toronto and the Macdonald Institute at Guelph received their professional training in the United States.¹⁴

Thus, impetus was given to the movement in Canada. In the provinces in which the government provided financial assistance the growth was most rapid.¹⁵

Radical changes were also being felt in the educational world at the beginning of the century. Weston¹⁶ comments on the introduction of the innovations as follows:

New ideas in education expressed by such men as Friedrich Froebel in Germany and Herbert Spencer in England were beginning to find practical expression. The need to provide for individual differences in children, the value of utilizing children's interests to motivate learning and the desirability of developing motor as well as intellectual expression were all helping to bring about changes in the school curricula.¹⁷

¹³ Loc. cit.

¹⁴ Loc. cit.

¹⁵ Stewart, op. cit., Synopsis.

¹⁶ Phyllis Ellen Weston, "The History of Education in Calgary", (Unpublished M. A. Thesis, The University of Alberta, Edmonton, Alberta. April 1951), pp. 21-22.

¹⁷ Loc. cit.

2. The Introduction of Home Economics Into Alberta Schools

In 1893 Doctor D. J. Goggin was given entire charge of the educational affairs of the North West Territories.¹⁸ In 1898, he said that the purpose of the high school was, "To teach those subjects, a knowledge of which is helpful in the transaction of business, the duties of citizenship, the care of the body, and the formation of moral character."¹⁹

Again in 1901, he explained that education served the need of the state when it recognized that,

The educated man is capable of higher service than the uneducated one, that the broader a man's views and the more liberal his culture, the more intelligent will be his grasp of state needs and the more effective his labours in its behalf. The local community and the family recognize that the enrichment of the individual through liberal instruction and training along cultural lines means an improved home and community life.²⁰

With these ideas in mind Doctor Goggin in 1902 revised the programme of studies for the North West Territories following closely the one which was in use in Ontario at that time. His comment on the course was to the effect that it had been framed to meet actual rather than ideal needs.²¹

¹⁸ Nellie Margaret Aylesworth, "History of High School Courses of Study for Alberta", (Unpublished Master of Arts Thesis, University of Alberta, April 1936), p. 17.

¹⁹ Loc. cit.

²⁰ Ibid., pp. 17-18.

²¹ Ibid., p. 22.

Doctor Goggin²² did not consider manual training as another subject but rather as an added mode of study. It was only an attempt to help students convert thought into action since "action tests and clarifies thinking". It would not take the place of reading, writing or arithmetic. "Its greatest value lay in the correlation of the physical, the manual and the intellectual".²³

When the Province of Alberta was organized in 1905, the Department of Education adopted the programme of studies in use by the North West Territories. However, in 1908 steps were taken to instigate a new course of studies in Alberta. This was ready in 1912 and there was a general feeling that it compared favorably with the courses in the other provinces of the Dominion. In this first major revision of the Alberta Course of Studies a system of twelve grades was introduced and provision made for the teaching of such "special subjects" as art, manual training, household economics and health.²⁴

The Course of Studies for the Public Schools in 1912 listed Manual Training and Household Science and Arts

²² Annual Report of the Department of Education, North-West Territories, 1902, Regina, John A. Reid, Government Printer.

²³ Loc. cit.

²⁴ Province of Alberta, Department of Education, Annual Report 1939, Report of Deputy Minister, G. Fred McNally. The Curriculum, p. 7.

for grades one to eight.²⁵ The course included sewing for Grade VI girls; sewing and cooking for Grade VII girls; and sewing, cooking and housework for Grade VIII girls. A definite course was set out²⁶ but it was understood that it was "subject to suitable modifications to reflect local needs and conditions". The objectives were "to give a new channel for the expression of ideas; to give hand and eye training; to develop constructive impulses, judgment, accuracy, resource, patience, industry and a sense of symmetry, proportion and beauty by the artistic production of common things, to give respect for manual pursuits and encourage industrial efficiency."²⁷ This course was listed as a non-examination subject. Although home nursing is listed in the introduction to the course, no subject matter is mentioned in the course content.

Home economics was thus introduced into the schools of Alberta at a time when the emphasis on manual training was strong. According to Winchell²⁸ its first purpose was the teaching of sewing, cooking and cleaning and attention

²⁵ Course of Studies for the Public Schools, Province of Alberta, 1912. Jas. E. Richards, Government Printer, p.69.

²⁶ See Appendix A.

²⁷ Course of Studies for the Public Schools, Province of Alberta, 1912. Jas. E. Richards, Government Printer, p.69.

²⁸ Cora M. Winchell, Home Economics for Public School Administrators, (Bureau of Publications, Teachers College, Columbia University, New York City, 1931), p. 3.

was almost wholly on skills.

After the formation of the province there had been a rush of home seekers to the Peace River District. The education of the settlers' children had been looked after by the Anglican and Roman Catholic Mission schools which had received aid from the Dominion government previous to the formation of the province. Afterward they had been assisted by the provincial government. These schools were generally taught by the Sisters of some Roman Catholic Order or by lay teachers, male or female, of the Anglican church. In many of these schools the students lived in dormitories and were taught to care for their own beds and clothing. In addition the girls were taught mending, darning, plain sewing and knitting.²⁹

3. Early Teaching of Home Economics In Calgary³⁰

Prior to 1905 the first suggestion of the establishment of household science classes in Calgary seems to have come from Dr. J. W. Robertson when he met the Calgary School Board in November 1900 and made arrangements for one of the

²⁹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1913, also

J. M. Hutchinson, "The Education System of Alberta" (Thesis for Degree of Doctor of Pedagogy, Queens University, Kingston, Ontario, 1915), p. 49.

³⁰ School Board Files in the Calgary Public Library and Newspaper Clipping Files in Reference Library, Calgary.

Macdonald endowed manual training schools. When this school had been established for approximately six months the teacher, N. M. Snell, arranged a special course for the public school girls in the wood-working shop. This was carried on for some time.

In November 1901, the senior lady teachers of the public school proposed to the board that a course in elementary sewing be arranged for the girls to correspond with the course in woodwork for the boys. The instructors offered to plan and prepare the course and to teach the classes if the board would furnish the equipment and supplies. This offer was accepted and the course was outlined after information was received from other school systems concerning the nature of the work most suitable. A complete set of models was prepared illustrating the details and development of the various stitches and the simpler sewing processes. Instruction began early in 1902.

In 1903 the Calgary School Board tendered formal thanks to the teachers for their success in the instruction of these first classes in sewing. The lady teachers of the senior grades all joined in the work and the systematic teaching of sewing was continued by them until the work in household science was extended in 1910.

At the regular meeting of the Calgary School Board in May 1910, on the motion of Lieutenant Colonel James

Walker, a committee was appointed to prepare a report on the teaching of household science in the schools and to bring in recommendations for a suitable place for holding classes, the appointment of teachers and the equipment required, with an estimate as to the probable expense of operation and maintenance. During this same month Miss Anne Morrison from Ontario was appointed Supervisor of Domestic Science with Miss Margaret A. Stewart from New Brunswick as her assistant.

About the beginning of October 1910, the first domestic science centre in Alberta was completed and cooking classes were started. Equipment had been placed in rooms in a rented business block on the corner of Eleventh Avenue and Fourth Street West. All senior public school girls of the city were given courses in cooking and household management. The courses in sewing which had been previously established for the junior public school girls were continued in the regular class rooms. The accommodation at the cooking centre was by no means ideal, yet the set up was quite complete with fairly good ventilation, lighting and plumbing. The cooking tables were in hollow square formation, having individual and group equipment of utensils and gas stoves. Adjoining the kitchen was office space and a good sized dining room simply furnished.

From reports it is ascertained that there was much enthusiasm. Night school classes were opened in November

1910. These were not free, a small fee being charged to cover the cost of lighting, materials and the rent of the room. The editor of the Calgary Albertan, Mr. William Davidson, printed the lessons in his newspaper each week in advance. These evening cookery classes were the first in Canada to be sponsored by a school board. They grew from one weekly lesson to four or five evening classes each week. For these and the increasing day classes an additional teacher was required. Miss Gladys Borden, B.Sc., from New Brunswick was appointed. In 1919 she went to Edmonton to assist Miss Mabel Patrick who had organized a household economics department at the University of Alberta.³¹

In 1911, T. B. Kidner was named Supervisor of Household Science in Calgary with duties to commence in September. Mr. Kidner had been brought from England through the Sir William Macdonald Fund, to help establish manual training and household science in the schools of Canada. At the time of his appointment he had been doing that work in New Brunswick. His first step was to plan for the equipment of a permanent teaching centre at Connaught School. In 1912 the school board instituted an elaborate system of night school work under the directorship of Mr. Kidner.

³¹ Margaret A. Stewart, "Memories of the First Home Economics Work in the Schools of Alberta under the Calgary School Board", Toronto, September 1939.

4. The Report of the Royal Commission
On Industrial Training
and Technical Education³²

In 1913 The Report of the Royal Commission on Industrial Training and Technical Education was completed. Its testimony was substantially unanimous in indicating a number of pressing needs of the people in respect to industrial training and technical education. Number eight read as follows:

Classes and courses for the training of girls and women to give them clear concepts of the sanitary conditions which make for the safety, comfort and economy of the home, correct ideas of economical ways of providing food and garments and of using fuels; and some practice in domestic art that will further enable them to reveal and enjoy their love of the beautiful by making beautiful things for the home.³³

A review of the work done in Alberta contained statements from Mr. James McCaig, Superintendent of Edmonton Schools, who reported that preparations were being made in the Collegiate Institute of that city for domestic science but not for manual training.³⁴

Information obtained from Doctor Arthur M. Scott, Superintendent of Schools for Calgary, revealed that while

³² Royal Commission on Industrial Training and Technical Education, Report of the Commissioners, Sessional Paper, No. 191 DA, 1913, Ottawa.

³³ Ibid., Part IV, p. 1648.

³⁴ Ibid., p. 2296.

the courses of study were in the main prescribed by the Department of Education, the City Board had organized a department of household science in the public schools, under the direction of a supervisor as no provision had been made in the school ordinance for either, previous to 1913.³⁵

The content of the subject matter in household science was briefly summarized as follows:

The girls of Standard 3 have sewing lessons once each week while the boys take elementary bench work one hour a week.³⁶

In Standard 4, both senior and junior, the girls have a lesson each in cooking and household economics while the boys have more advanced woodwork with elementary mechanical drawing for two hours each week.³⁷

Special attention is given in Standard 5 to drawing and art and an elementary course of leather and brass work forms a continuation of the handicraft work for both boys and girls. Manual training and elementary handicraft work are taken from the primary class through the public school grades. The tooled leather work and advanced basketry are carried on in regular classrooms. The domestic science course had two special teachers and included cooking and sewing. A class for girls from the private schools met on Saturday. Married women, working girls and teachers had an evening class.³⁸

In addition, Doctor Scott made the suggestion that provision should be made for manual training and household science in the high school to continue and supplement the

³⁵ Ibid., Section 4. p. 2299.

³⁶ Ibid., p. 2300.

³⁷ Loc. cit.

³⁸ Loc. cit.

work being done in the public school. This would be a further provision in the training of boys and girls for social service and citizenship.³⁹

When interviewed, Miss Stewart thought that she could give a series of ten lessons to the Calgary teachers that would enable them to understand the relationship of domestic science to other work in the school. She felt that there could be a great deal of correlation between domestic science, literature, science and chemistry. Concerning course content, Miss Stewart pointed out that no instruction was given to the public school girls in cutting out garments. This would come later in the class for women and would be a suitable subject for high school girls, although they would probably lack the necessary preliminary lessons in sewing. Miss Stewart anticipated that by the time the girls, who were then taking sewing, reached high school there would be technical classes. As time went on classes were to be expanded to meet the needs of the people.⁴⁰

According to the report of the Royal Commission, no domestic science had been offered in the schools of Lethbridge or Medicine Hat up to the year 1913.⁴¹

The observation was made, also, that a number of

³⁹ Loc. cit.

⁴⁰ Ibid., p. 203.

⁴¹ Ibid., Section 7, pp. 2303, 2304, 2305.

young people in the high school were preparing for normal entrance. These students intending to be teachers were getting no training that would qualify them to give instruction in manual training or domestic science.

5. Home Economics in the Normal Schools

In the development of the policy of the Department of Education for the encouragement and improvement of instruction in the manual and household arts, an initial step was taken in 1907 when provision was made for the teaching of such courses in the normal school. In so doing Alberta followed the lead of the older provinces in Canada.⁴²

Consequently, early in the year of 1913 courses in domestic science were introduced into both the Camrose and Calgary Normal Schools by highly qualified and experienced specialists. Miss Margaret Stewart was appointed to Camrose and Miss Catherine McCaig, a Macdonald Institute graduate and former teacher of Foods and Cookery at Macdonald College, Quebec, was appointed to the Calgary position.

At that time the limited training period of four months made it impossible to give an extensive course. The students were more or less introduced to the subjects and given a "point of view" regarding the place of household

⁴² Province of Alberta, Department of Education, Annual Report, Edmonton, 1914, pp. 52-53.

arts in the education of children. This was especially true for those who had no training in the subject before entering Normal. These two factors made it particularly trying and difficult to secure real and permanent results. It was not until September 1, 1919, that the Normal course for the training of teachers was extended from four to eight months.⁴³ The lesson period was then forty minutes in length and three periods a week were devoted to Household Science and Art.

The courses were practically the same in both normal schools. The lessons in cookery centered chiefly around rural lunch problems. The theory of foods and food values was discussed and lists made of dishes suitable for preparation and serving under conditions which obtain in the rural school. Methods and time of preparation and minimum equipment were also considered. Groups of students prepared these dishes and served them to children in classrooms, so as to get actual experience. A slight charge defrayed the cost of the undertaking. In addition to the preparation and serving of the food, records were kept of the quantities required for a certain number of persons and of the cost of individual portions.⁴⁴ For the rural school lunch work, a manual of instruction was prepared by Miss Margaret

⁴³ Province of Alberta, Department of Education, Annual Report, Edmonton, 1920, p. 9.

⁴⁴ Province of Alberta, Department of Education, Annual Report, Edmonton, 1917, p. 29.

Stewart in 1918. The Department of Education printed these pamphlets which were used by the students of the two normal schools as a text book on the subject.⁴⁵

In addition to the school lunch work, the men students of the Camrose Normal School made a request that they be allowed to have a course in "homestead" cooking. The request was granted. When class schedules permitted the men were also taught in Calgary.

Sewing problems were related as closely as possible to art problems, and to the preparation of material for school fairs which were being sponsored jointly by the Department of Agriculture and the Department of Education.⁴⁶

Two aims were uppermost in the course in sewing -- first, to familiarize the students with the common stitches, knitting, crocheting and mending. The articles for demonstration were such as would be found in any home and so would be obtainable in any school. Second, to enrich the students' own experience problems were set in the making of simple articles from common materials at minimum cost. Costs and methods of construction were discussed in class. The degree of difficulty and the technique employed were

⁴⁵ W. E. Finbow, Editor Librarian of the Department of Education Library has a copy of this school lunch manual.

⁴⁶ Province of Alberta, Department of Education, Annual Report, Edmonton, 1915, p. 44.

carefully graded to suit the various classes.⁴⁷

Facilities for providing instruction were considered of great importance. At Camrose the household science classes were first held in temporary quarters provided by the Camrose School Board. In 1915 the new Normal School Building was completed and a generous department for household science was provided with all the latest equipment available. A large cooking laboratory had ample plumbing, lighting, and ventilation, cooking tables and utensils. A good variety of fuels for cooking was installed -- coal, gas, oil and electricity. There were two electric ranges, a "Westinghouse" and a "Hughes". Another room was available for domestic art and one for laundry. There were also a dining room, a supply room and an office for the instructor.

In Calgary, classes were first started in the spacious janitors' quarters at the top of the building which is now known as McDougall School. When the Calgary Normal School was moved to the north hill in 1922 and established in the same building as the Institute of Technology and Art, comfortable and spacious work rooms were equipped for the use of the domestic science classes.

In 1922 Miss Margaret Stewart resigned as head of the Department of Household Science at the Camrose Normal

⁴⁷ Province of Alberta, Department of Education, Annual Report, Edmonton, 1917, p. 20.

School. She was succeeded by Miss E. K. Bowman, who had been in charge of the Household Arts Department in the Edmonton Technical School. In 1923 Miss E. A. Hastie who had been in charge of the Department of Domestic Science and Household Art at the Provincial Normal School in Edmonton was appointed to succeed Miss Bowman when she returned to her home in the United States.

Under the direction of Miss Catherine McCaig, the Calgary Normal school students and Normal Practice School children received training in the "scientific preparation of food" and in needlework. In 1916 Miss Marjorie Goldie became head of the department and the emphasis in the training was directed chiefly toward the organization of school lunches in rural schools. This was a practical outlet for Miss Goldie's interest in health as a part of household science. This enterprise proved to be one of the valuable undertakings of the department.⁴⁸ After Miss Goldie's resignation in 1926, Miss Rae Chittick, the health instructor, carried on this important work during the cold winter months.⁴⁹

As time went on there had been a growing feeling that the long periods required by the laboratory classes

⁴⁸ Olive C. Fisher, Newspaper Article in Calgary Herald, April 7, 1932.

⁴⁹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1927, p. 21.

in household science were an encroachment on time which could be spent on more academic work. Consequently, when Miss Goldie resigned in 1926 the Department of Household Science in the Calgary Normal School was closed except for a brief interval when Mrs. M. Gossip (the former Catherine McCaig) gave demonstrations in the procedure of "hot lunch" preparation and serving.

CHAPTER V

FURTHER DEVELOPMENTS IN HOME ECONOMICS IN ALBERTA

1. The General Picture from 1913 to 1917

Coming after the introduction of the 1912 course of studies in household science and arts, the Provincial School Grants Act of 1913 made provision for the payment of a grant for the teaching of special subjects. This aid varied with the location of municipalities. The large centres of population and wealth were to a large extent thrown on their own resources. Nevertheless, these centres were encouraged to provide for the teaching of manual training, domestic science, art, music and physical culture by these grants which were approved under departmental regulations.¹ The allowance in the larger cities was twenty per cent of the teacher's salary and ten per cent of the value of equipment. In 1920, an increase to forty per cent of the teacher's salary was authorized.² More liberal grants were offered in the smaller centres with the idea of encouraging school boards to secure specialists to teach these subjects and to assist in providing equipment.³

¹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1913.

² Province of Alberta, Department of Education, Annual Report, Edmonton, 1919, p. 10.

³ Ibid., p. 11, also No. 1, Section iii, Technical Education Bulletin.

J. A. Smith,⁴ Inspector of High Schools, observed in 1919 that the introduction of manual training and household science in town high schools would be a most difficult task as more high school accommodation was needed. Generally, however, the different school boards realized fully the importance and value of this training and appreciated the liberal encouragement offered by the Department of Education.⁵

With reference to the introduction of instruction in household arts into the elementary and secondary schools in new centres, Dr. J. C. Miller, the Director of Technical Education for Alberta, visited many school boards during the year of 1915. At each place he explained the value of the training, the regulations and the arrangements made by the government for financial assistance. In practically every case the boards indicated their willingness to do their part to provide for this type of work as soon as it became possible to make the necessary financial provisions at a reasonable rate. In some places the necessary accommodation was available and only the equipment and a qualified teacher were required.⁶

In Claresholm, Olds and Vermilion the presence of the Provincial Schools of Agriculture, with their manual and household arts equipment and staff, indicated that pos-

⁴ Ibid., p. 17.

⁵ Loc. cit.

⁶ Province of Alberta, Department of Education, Annual Report, Edmonton, 1915, p. 39.

sibly an arrangement might be made whereby the children attending the schools of these towns could be given the required courses. The chief difficulty arose from the fact that an additional teacher would be required for the boys and one for the girls for the five months during which the Agricultural Schools were in session. It was thought unwise to provide separate equipment for students of these towns while that provided in the Agricultural Schools remained almost wholly unused for seven months in the year.⁷

As it was expensive and difficult to make provision for suitable accommodation for such instruction where it had not been provided for in the school buildings, Doctor Miller urged all districts that were erecting new buildings to make specifications for such teaching in their plans.⁸

According to J. A. Fife⁹ of the Edmonton Inspectorate, the greatest advancement in the educational field was taking place in the areas of manual training, domestic science and in "the purely technical education." In five of the large Edmonton schools there were domestic science laboratories with complete modern equipment. The teaching was done by three supervisors and the course included sew-

⁷ Province of Alberta, Department of Education, Annual Report, 1915, p. 39.

⁸ Ibid., p. 41.

⁹ Province of Alberta, Department of Education, Annual Report, 1913, pp. 21-22.

ing for the girls of grades five and six and cooking for the girls of grades seven, eight and nine.¹⁰

In 1913 provision for the teaching of technical education had been made in Edmonton. A temporary building had been fitted up at a cost of eight thousand dollars and equipped at a cost of twenty thousand dollars to serve the needs at that time. Provision was made for both day and night classes. The courses for the day classes included: English, mathematics, industrial and commercial history and geography, civics, hygiene, free hand drawing and design, mechanical drawing, home economics, woodworking and printing. The courses for the evening classes were similar but more advanced.

Edmonton reduced all special supervisors to the rank of instructors in 1915. In the majority of cases their services were retained as special teachers or they were placed in charge of one of the regular classrooms. The various centres for instruction in the manual and household arts in the elementary grades were kept open and the usual instruction provided.¹¹ In 1917, Mr. Fife¹² wrote that much interest was being shown by the senior

¹⁰ Loc. cit.

¹¹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1915, p. 38.

¹² Province of Alberta, Department of Education, Annual Report, Edmonton, 1917, p. 51.

girls of the Edmonton schools in domestic science and it appeared that the instruction given was much appreciated by their parents.¹³

When mechanical drawing was provided in 1914 for first year high school boys in Calgary, a correspondence course in dress and garment making was introduced for the girls. Unfortunately in 1915, with the exception of the supervisor of physical training, all supervisors were reduced to the rank of teachers and the duties of supervision of home economics were centered in the office of the Director of Technical Education. The regular classroom instruction in household arts was continued in all centres as in former years.¹⁴

The opinion was expressed by J. A. Smith¹⁵ in 1915 that the education of children in town and country schools would be more "vital" if they had the opportunity to do some work in manual training and household science. He felt, too, that more effective means should be taken to stimulate a greater interest in these subjects in the public schools. From his visits to the household science and manual training centres in Calgary, he concluded that the value of the work could not be overestimated. Principals

¹³ Loc. cit.

¹⁴ Province of Alberta, Department of Education, Annual Report, Edmonton, 1915, p. 38.

¹⁵ Ibid., p. 95.

of the schools informed him that through such work boys and girls were developing in personality, self-control, initiative and appreciation. Habits of industry and a love for productive and constructive work were also being formed.¹⁶

During the summer of 1915 courses in household arts for Grades nine and ten were outlined and authorized. In districts where the school board provided equipment and instruction in accordance with the requirements of the Department, these courses were required by all girls in the grades specified.¹⁷ By 1916, Edmonton, Calgary and Camrose had organized these classes. Practical and theoretical tests were provided by the board of examinations, in the different centres where the trustees had provided the necessary equipment and placed specialists in charge of the work. A large number of students wrote on these examinations and it was felt that probably these departments of the secondary school system would develop rapidly.¹⁸ Under the direction of Mr. C. W. Fairn, Supervisor of Household Science in Calgary, the laboratory in the Crescent Heights High School was equipped. There household management and food study were taught to all grade ten girls in the city.

The full programme in household arts was being pro-

¹⁶ Loc. cit.

¹⁷ Ibid., p. 39.

¹⁸ Province of Alberta, Department of Education, Annual Report, Edmonton, 1916, p. 21.

vided in Camrose in 1915 through co-operation of the local school authorities and the Provincial Normal School.¹⁹

During the same year in Medicine Hat the departments of household arts were discontinued.²⁰ Early in 1915 the Lethbridge School Board decided to close the Manual Training School, store the equipment and transfer the high school to the building. The prevocational class that had been organized was also disbanded.²¹ However, good progress was being made in needlework in the Separate schools of that city in 1917.²²

2. A Prevocational School

In 1913 the Calgary School Board turned its attention to a problem which according to Weston was not yet solved satisfactorily even in 1951; namely, "that of the adolescent neither ready for a job nor suited to pursue an entirely academic program in the higher grades."²³

Robert Massey, principal of Balmoral School, was interested in trying to find a solution. After an extensive

¹⁹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1915, p. 39.

²⁰ Ibid., p. 38.

²¹ Ibid., p. 38.

²² Province of Alberta, Department of Education, Annual Report, Edmonton, 1917, p. 49.

²³ Phyllis Ellen Weston, "The History of Education in Calgary", Unpublished Master of Arts Thesis, Faculty of Arts and Science, University of Alberta, April 1951, p.28.

survey and classification of students who had left school, and their past school records, the conclusion was that:

Some system of intermediate education must be found in order to prolong school life, to assist those intending to engage in a trade, to modify the curriculum for those not intending to complete high school and yet make it possible for them to change their minds later on, and to find a satisfactory place for the average student. The Prevocational School, already finding ardent adherents in the United States seemed a promising avenue for research and experiment.²⁴

Mr. Massey; T. B. Kidner, Director of Technical Education in Calgary, Assistant Superintendent J.A. Smith; and Mr. S. Y. Taylor, Public School trustees were selected by the Calgary School Board to attend the Prevocational School Convention which was held in Michigan in 1913. The group also visited Eastern Canadian and American centres for intermediate technical education.²⁵

Returning, the committee presented a report which was satisfactory to the board.

Among other things the report read:

Many children who drop out of school are classed as dull or backward because their brains react more to actual doing than to abstract studies. Such children, in the atmosphere of a prevocational school expand and develop tremendously and soon make equal progress in academic work with those of the studious type.²⁶

²⁴Ibid., p. 29.

²⁵ Report of a Special Committee on Industrial and Technical Education, 1914. Calgary Public School Board.

²⁶ Newspaper article, Calgary Albertan, September 19, 1913. Calgary Public Library.

Mr. Massey was appointed director of the Calgary Prevocational School which was to open in January 1914.²⁷ It was the first school of its kind in Canada and was supported partly by the Calgary School Board and by a special federal grant.

Victoria School on Twelfth Avenue between Third and Fourth Streets east was chosen as the location of the school. In addition to the prescribed academic courses for grades seven, eight and nine, instruction was given in household and manual arts, shorthand, typewriting and printing. The course was so arranged that the students spent half the time in vocational training and half in regular work. The pupils wrote the regular examinations and could at any time be transferred to the regular school. This type of intermediate education continued to be offered at Victoria School until 1930 when it was transferred to the Western Canada High School.²⁸

In an address to the Collegiate Club in Calgary, in December 1913, Mr. Kidner²⁹ stated that the system of education was changing from "top to bottom". He went on to say that from time immemorial the public and high schools

²⁷ Province of Alberta, Department of Education, Annual Report, Edmonton, 1914, p. 79.

²⁸ Weston, op. cit., p. 30.

²⁹ Newspaper article, Calgary Albertan, December 8, 1913. Calgary Public Library.

had endeavored to prepare but one class of students namely those who intended to enter the old professions. He felt that future schools would give special training so that a student would have a fair start in the particular work he desired.³⁰

According to Mr. Kidner³¹ the school board had taken one of the greatest steps in the line of progress when it adopted the report of the prevocational committee. The members had made it possible for active measures to be taken to help "the great mass of boys and girls to choose a vocation with more accuracy than heretofore and incidentally receive special work that will help them."³²

In 1916 a report was presented to the school board by Principal Massey. This was printed in the Calgary Albertan under the caption "Successful Year in Pre-vocational School."³³

This report said,

Prevocational education is that education which precedes direct vocational training and which uses the elements of different vocations as a means to arouse interest in education in those to whom purely abstract studies do not appeal.³⁴

³⁰ Loc. cit.

³¹ Loc. cit.

³² Loc. cit.

³³ Newspaper article, Calgary Albertan, May 10, 1916, Calgary Public Library.

³⁴ Loc. cit.

It is sometimes argued that the term 'prevocational' is misleading and likely to deceive the public, since it carries the suggestion of specific preparation, when in reality it does not necessarily give such preparation. To this objection it should be said that the training given is preparatory for vocational education, rather than for vocation itself. 'Prevocational' simply means the type of general education which will lay a better foundation for vocational courses than is commonly laid in school courses.³⁵

Principal Massey believed that in accordance with his notion of the function of a prevocational school the elements of as many vocations as possible should be taken up in the school and with this in view he recommended that elementary work in leather be introduced. This was not to be art decoration but directly useful leather work applicable to home and farm use.

When the work of the prevocational school was transferred to Western Canada High School in 1930, little time was lost in expanding the facilities of the new school. It was of the latest type and included opportunities for every student to study along the lines of the vocation that he was most anxious to take up as a life work. Students were attracted from all parts of the city and the province. The spirit and purpose of the institution, can be captured from Dr. Scott's words:³⁶

³⁵ Loc. cit.

³⁶ Newspaper article, Calgary Herald, Dr. A. M. Scott, Superintendent of Schools, Calgary, September 16, 1931, Calgary Public Library.

"The technical high school is not a refuge for poor students nor is it a trade school."

In combining practical with academic work the student learned the important relation between them, for with a broader understanding of the meaning of industry, young people would have an opportunity to develop into citizens having a knowledge of their walk in life and some understanding of its theoretical side as well.

The public school board, in 1917, experimented with an elementary prevocational school in the Riverside community where the majority of the pupils were of foreign parentage. All pupils twelve years of age and over were given instruction in manual training and household arts. Inspector J. A. Smith reported that the purpose was to try to make the home atmosphere in this community more favourable to the continuation of the pupils in school.³⁷ Mr. C. W. Fairn, supervisor of household science in Calgary, devised and put into operation the kitchenette plan of the Riverside public school cooking centre.

3. Household Science and Manual Training Differentiated from Technical Education

D. A. Campbell, Director of Technical Education in

³⁷ Province of Alberta, Department of Education, Annual Report, Edmonton, 1917, p. 49.

1919 gave a resume of manual and household science in relation to the term technical education.

The introduction of manual training into the schools is usually the first step in the direction of a more practical type of education for the older boys. At the same time the girls usually make a start of homemaking studies such as cooking and sewing. Instruction in both these as conducted in the public and high schools is not classed as technical education. Technical education aims at preparation for gainful employment in some special vocation. In the former the instruction is given for but half a day per week usually. In the latter the time given to the practical work is usually half a week per week.³⁸

Mr. Campbell³⁹ felt that greater encouragement should be given to the technical and vocational type of education. With the installation of equipment for manual training and household economics it would be possible to provide such training for those students who wished it and who would stay at school a year or two longer to get such a training.

4. Agricultural High Schools

An institution peculiar to Alberta, as far as Canada is concerned, was the system of agricultural high schools established in 1913. Other schools of a similar character were to be found in Denmark and in the United

³⁸ Province of Alberta, Department of Education, Annual Report, Edmonton, 1919, p. 106.

³⁹ Loc. cit.

States in Wisconsin and Minnesota. The organization and the programme of studies for the Alberta schools was for the most part original and adapted to the needs of the province.⁴⁰

An act provided for the immediate erection of three agricultural high schools with others to follow if the experiment proved successful.

The aim of the schools as announced by the Minister of Agriculture was to give the farmer's son and the farmer's daughter a type of education that would fit them for their business in life, that of agriculture. The main object of the instruction was to give such knowledge and practice as would make farming a more pleasant and profitable employment. In the preparation of the course of study the Board of Agricultural Education had kept a practical end in view namely the training of men for the actual practice of farming and the training of women for the actual practice of housekeeping and homemaking on the farm.

While the courses offered extended over a period of two years the subjects did not vary much, except that the second year was more advanced. The work of the first year in household science was definite and complete although elementary. This was in order that a student who

⁴⁰ J. M. Hutchinson, "The Education System of Alberta" (Unpublished Thesis for the Degree of Doctor of Pedagogy, Queens' University, Kingston, Ontario, 1915).

had only one year to spend in the school would have some instruction in all the subjects. In addition to the regular two year course, short courses were offered in the winter.

The schools of agriculture were financed entirely by the government, no fee being charged. Where dormitories were provided the students paid for board and room.

In 1915 these agricultural schools were closely linked with the educational system of the province. They depended on the elementary schools to supply them with qualified beginners and looked to the university to finish the instruction of any students who wished to take advanced training.

5. The New Policy

At the beginning of 1914 the Government of Alberta decided to take steps leading to the development of a general provincial policy regarding practical education. In January, Dr. James C. Miller was appointed Provincial Director of Technical Education.⁴¹

The essential features of the new plan included the modification of the upper grades of the public school in such a way as to give opportunity to the girls in rural,

⁴¹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1914.

village and urban schools to receive instruction in sewing, cooking and the elements of housekeeping, sanitation and nursing. Until this time such instruction had only been given in the cities of Medicine Hat, Lethbridge, Edmonton and Calgary and by special arrangement in the town of Raymond.⁴²

Consideration was also being given to the question of providing a place for instruction in the high school course of study for household arts so as to give a better balanced course for all students. It was thought that such courses should receive credit in connection with the requirements for admission to the normal schools and the university.⁴³

6. Summer School for Teachers at the University of Alberta

Having adopted the policy of encouraging the development of instruction in special and technical subjects, so that the schools could meet more adequately the educational needs of all the children of the province, the supplementary training of the teachers already in the service became a matter of concern. Consequently the organization of a summer school for teachers was authorized by the De-

⁴² Province of Alberta, Department of Education, Annual Report, Edmonton, 1914.

⁴³ Loc. cit.

partment of Education in the spring of 1913. The work in household science was started in 1914 at the University of Alberta.⁴⁴ The instruction consisted of classes in Methods of Teaching, Nutrition, Household Management, Sewing, Textiles, Elementary and Advanced Cooking, Rural School Lunch and "Homestead Cooking." For several summers men students at the University Summer School enrolled in the latter.⁴⁵

In order to give all teachers in the province an equal chance to attend summer school, the department arranged to pay the railway fare of those who attended provided they completed a minimum number of courses satisfactorily.⁴⁶

Discussing the summer school for teachers in 1915, Dr. Miller said,

At present and for many years to come home-making and agriculture and its related industries are and will be of primary importance in the life not only of the rural districts but also of our towns and cities. To give the children and the youth of the Province a good practical command over, and insight into the problems involved in these occupations as well as an appreciation of their significance in the life of the individual and community is a real necessity.⁴⁷

⁴⁴ Province of Alberta, Department of Education, Annual Report, Edmonton, 1914, p. 60.

⁴⁵ Margaret A. Stewart, "Memories of the First Home Economics Work in the Schools of Alberta under the Calgary School Board," Toronto, September 1939.

⁴⁶ Province of Alberta, Department of Education, Annual Report, Edmonton, 1914, p. 54.

⁴⁷ Province of Alberta, Department of Education, Annual Report, Edmonton, 1915, p. 48.

At the 1916 session he wrote,

Capable teachers particularly those possessing executive as well as teaching ability who qualify in the special subjects will be at a premium for a number of years.⁴⁸

⁴⁸ Province of Alberta, Department of Education, Annual Report, Edmonton, 1916, p. 42.

CHAPTER VI

HOME ECONOMICS IN ALBERTA FROM 1917 TO 1936

1. Household Arts in the Public School from 1917 to 1922

The household science and arts curriculum for grades six, seven and eight probably did not receive a fair trial during the years from 1912 to 1917. Many of the inspectors complained of the serious shortage of teachers arising from the "social dislocation caused by the First World War."¹ The "permit" teachers generally lacked training in household science. In 1917, however, the course was revised to include grade five and called household arts.

The aim and scope were expressed as follows:

The great majority of people find their time and thought are largely taken up with the problems involving a knowledge of the materials of nature and ability to deal with shape and manipulate these materials in such a way as to cause them to serve man's purposes. Boys and girls find also their natural tendencies are such as to cause them to be interested in doing things, in making things about them serve their purposes and in understanding their material environment.²

Manual and household arts were planned to care for this tendency in youth on the one hand and for the needs of

¹ Embree, op. cit., p. 186.

² Province of Alberta, Department of Education, Annual Report, Edmonton, 1917, p. 84.

society on the other. The materials and procedures were to be within the mental, physical and social powers of the child. Development was gradual in knowledge, technique, control of materials and tools and in the "intelligent appreciation of the social relationship of the industries in which the materials and processes"³ were used in the industrial world.

In grades five and six habits of work, neatness and accuracy of detail were encouraged, as well as a respect for sewing as part of woman's work, and responsibility for selecting and caring for clothes. "Strength and truth in workmanship"⁴ were to be striven for "rather than mere perfection in stitches."⁵

The selection of models which were to serve as a basis of instruction added interest in the programme and provided criteria for evaluating student products. Stitches were "not to be taught as completed work on abstract or practice pieces."⁶

The course for grade five covered the elements of hand sewing and familiarized the pupils with the common stitch forms and gave a measure of mechanical skill. In

³ Loc. cit.

⁴ Loc. cit.

⁵ Loc. cit.

⁶ Loc. cit.

grade six the course proceeded to actual construction work, including cutting, measuring and the application of stitches. It introduced more advanced stitches and machine sewing adapted to the making of garments for personal use and other articles connected with the interests of the school, the home and the daily experiences of the pupils. Some study of the source and manufacture of textiles was included with reference to cost and adaptability of materials used for specific purposes.

In general practice it was usual for the school authorities to supply the materials needed for the work in grade five and for pupils to supply or pay for their own materials for the work in grade six.⁷

The purpose of the course in grades seven and eight was to teach the art of cooking, and "to connect the interests of the school and the home and to elevate the tasks of the home to their proper position of dignity and honour by bringing to them a trained intelligence and a systematized knowledge."⁸

Grade seven students were expected to form habits of neatness and cleanliness; to acquire system and accuracy in interpreting instructions given in recipes, to manage

⁷ See Appendix C for details of course.

⁸ Loc. cit.

simple serving with speed, daintiness and ease and to perform routine work quickly and without unnecessary noise; to care for cooking utensils and general kitchen equipment; and to acquire an understanding of and skill in the usual procedures of household laundry work.

The students in grade eight were to acquire independence and self reliance with reference to the work undertaken and to get some understanding of the nutritive and economic value of foods. Five lessons dealt with the planning of simple menus, and the preparation, serving and cost of family meals. Four were devoted to the home and care of the sick and four more considered the problems of household management. The work incidental to the cooking gave practice in household methods.

Apparently the educational authorities of Alberta were not satisfied that the best programme had been planned to meet the needs of the students in the province,⁹ so in 1918 the aims for the household arts course for grades five and six were rewritten with less emphasis on skills and manipulation of materials. There was, also, an attempt to correlate household art, the fine arts and manual training so that problems could be "worked conjointly resulting in a useful article made beautiful, thus illustrating all the

⁹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1939, p. 7.

principles of art and good workmanship."¹⁰ This "dove-tailing" enabled boys and girls to work on the same problem, assuring the continuity of the application of design through different media. By paralleling "fine art" and household art the rules concerning colour and design were carried over to the hand or machine work designs in garments.

The work in textiles in grades five and six was extended to include "selection of material for the hygienic comfort, style, design and purpose for which the material was intended."¹¹ A study of labor conditions and wages for workmanship in ready-made articles was introduced as well as some ethics in shopping.

This same course was the authorized one in use in 1920. Mr. G. W. Gorman,¹² Chief Inspector of Schools, discussed this course in grade eight as it was carried out in Calgary. He stated that the topics given in the outline gave the teacher a wide choice of applications. The girls spent one afternoon a week doing advanced work in cooking which included: bread, rolls, cake, pies and roasts. The instruction also included the preparation of meals; the study of foods with their cost, food value and composition;

¹⁰ Province of Alberta, Department of Education, Annual Report, Edmonton, 1918, p. 91

¹¹ Loc. cit.

¹² Province of Alberta, Department of Education, Annual Report, Edmonton, 1920, p. 110.

canning and jelly making. In laundry work, the washing of woollens, silk, towels and the removal of stains were practised. Four lessons were devoted to first aid and home nursing and two to food for the sick.

With the close of the First Great War new problems had arisen which demanded new emphases and new procedures in education.¹³

Embree¹⁴ describes the situation as follows:

The conditions exposed by the war and its aftermath also led certain educators to express skepticism toward traditional practices. They began to work toward making the schools a more vital force in the social economic, and political life of the country by stressing the development of critical mindedness and an understanding of contemporary society. At the same time technological advance speeded up by the war made employment difficult for young people and resulted in an influx of youth into the public high schools. These youth were not the academically selected youth of the pre-war high school group but represented all levels of personal competence and intellectual and socio-economic background.¹⁵

Consequently, between 1920 and 1924 a complete rewriting of the curriculum from Grade I to Grade XII was attempted under the organization and direction of the

¹³ Province of Alberta, Department of Education, Annual Report, 1939, p. 7.

¹⁴ David Grant Embree, "The Beginning and Growth of the Instruction in the Social Studies Provided by the Schools of Alberta", (Unpublished Master of Education thesis, University of Alberta, Edmonton, April 1952), p. 118.

¹⁵ Loc. cit.

Deputy Minister of Education, G. Fred McNally.¹⁶ This revision introduced a modernization of subject matter into the basic courses of the elementary school and a wider choice of subjects for students, in the high school, not intending to take up professional work. Provision was also made for promotion by subject or unit. This programme with some occasional "refurbishing" and "revamping" served until the year 1936.¹⁷

2. The 1922 Course in Household Economics for Grades VII and VIII

Following trends in the United States,¹⁸ the 1922 outline for Household Economics in the elementary school emphasized first the "appreciation of and sympathy with the problems involved in the conduct of a well regulated home."¹⁹ The second aim was to give the girl "working principles in food, clothing, sanitation and hygiene which will enable her to take an active share in home activities."²⁰ The development of skill and technique came third and was no longer the main objective.

To accomplish these results a well rounded body

¹⁶ Province of Alberta, Department of Education, Annual Report, Edmonton, 1937, p. 15.

¹⁷ Loc. cit.

¹⁸ See Cooley, op. cit., 1921, p. 37-38.

¹⁹ See Appendix D.

²⁰ See Appendix D.

of material was presented in lesson outline form and included discussion and practice suggestions. Subject matter was no longer confined to sewing and cooking but included other phases of household activities concerning food, clothing, shelter and the family.

Grades five and six were no longer included in the plan. From two and one-half to three hours a week were required for both grades seven and eight, but this time could be given in two periods. Wherever a period was more than an hour in length, it was to include both class discussion and practical work.

The subject matter formed a complete course for those girls who would leave school at the end of Grade VIII, and yet it led up to the high school home economics which would present similar problems of greater difficulty.

The sewing course was organized around a series of problems that were of interest to the girl and not around a core of stitches and seams. The preparation of a meal in Grade VIII gave the opportunity to learn the cooking processes as well as the planning of time allowance, co-operation, selection of menu, serving and table manners. Thus, these activities indicated a trend toward an "experience" centered rather than a "subject matter" curriculum.

In Grade VII in order that every girl should receive the same fundamental training and form good habits

of work, all sewing problems were individual and not group projects. Every girl made the same garment or garments involving the same processes. In cooking, every girl cooked the same things in individual amounts. Emphasis was placed on the personal needs of the girl in appearance, clothing and food.

The goal in Grade VIII was to develop cooperation, initiative, leadership and judgment of values as well as skill and technique in workmanship. Groups of four worked in the preparation and serving of meals and in the care of the room. Cooking was done in quantities sufficient for an average family. Throughout the course there was emphasis on the responsibility of the girl in the family. This appeared under the headings: feeding the family, clothing the family and the study of home problems.

As a result of this 1922 revision of the elementary school course in household economics, the laboratories in the public schools were changed from the hollow square pattern with individual stoves to a less formal arrangement of tables with a range for the use of each four students.

This reorganization of the elementary school curriculum provided that certain subjects called "constants" were to occupy eighty per cent of the classroom time while "directive" or "optional" courses were to receive the remaining twenty per cent. The "constants" were defined as

English, arithmetic, geography, citizenship, music and physical education. The "directive" courses included agriculture, art, manual arts or household economics, French and commercial subjects.

3. Home Economics in the High School

During 1921 there was a growing demand that high school facilities should be brought closer to the people, so as to enable rural boys and girls to obtain a better education without the necessity of going to towns and cities. Another manifestation of the desire for a wider school programme was shown by the introduction of manual training and household economics into towns and villages.²¹ The curriculum changes in the secondary course of studies did not go into effect until 1924.

The reconstruction provided a greater diversity of studies in the high school. Six alternative courses were provided: Normal entrance, matriculation, agricultural, commercial, technical and general.²² The latter was designed to give the student the widest choice in making up his programme. Physical education and two years of English were the only required subjects. This multiple curriculum

²¹ Province of Alberta, Department of Education, Annual Report, 1921, p. 114.

²² See Appendix E for requirements.

had an obligatory core, thus allowing students to transfer from one course to another without serious handicap. However, the number of subjects that could be taken concurrently was reduced. Each subject was to be known as a unit and promotion was to be made by subject or unit and no longer by grade. Every unit was to have the same value and to require the same amount of time which was to be from one hundred and eighty to two hundred minutes per week. Provincial examinations were to be held for all subjects in every grade.

By this change in the high school regulations students could select three of the following subjects: music, algebra, geometry, agriculture, household economics or manual arts.²³ As a consequence great impetus was given to the study of the household economics. In Edmonton ninety per cent of the girls in Grade XI selected household economics as an option in 1920.²⁴

Despite the multiple curricula, forces operated so that schools prepared their students for either the normal school or university entrance examinations.²⁵ Consequently school boards in all but the larger centres, being unwilling to incur the additional expense of adding other courses,

²³ Province of Alberta, Department of Education, Annual Report, 1920, p. 40.

²⁴ Ibid., p. 134.

²⁵ Aylesworth, op. cit., p. 64.

made provision for these two only. In the 1922 course of studies the sixteen required units in the normal entrance course included household economics in the list of optional subjects of which five could be chosen and of which two could be household economics.

In both Household Economics 1 and Household Economics 2 the time allotment was three hours per week with one hour for discussion and two hours for laboratory work. The term was divided into two five month periods. In Household Economics 1 the first half was to be devoted to nutrition and the second half to clothing. In Household Economics 2 the order was reversed. In the first home course there was a list of projects. The course outline was very brief and carried no explanations as to method or other details.²⁶ This same course appeared in the 1925, 1927 and 1930 handbooks for secondary education.

4. The Technical High School Course

The curriculum of 1924 made provision for a technical high school course. Previous to 1924 there was considerable social prejudice against technical training, but from 1925 to 1929 there was a much more tolerant attitude. Graduates from academic high schools were unable to obtain

²⁶ See Appendix G for course in Household Economics 1 and Household Economics 2, 1927.

positions and many people looked to the technical curriculum to solve their problems. As a result of this optimism a technical high school was opened in Calgary in 1929. It was not only the question of unemployment which needed answering. Many looked to the technical school to solve the problem of the large percentage of students who found academic work too abstract. In this connection Aylesworth²⁷ said,

We have become disillusioned in regard to both expectations. Students trained in the technical high school have not been able to step into positions more readily than the academically trained students since industrial plants find it necessary to give the same training to all beginners and the student with the technical training has no real advantage.²⁸

In 1919 the Dominion Government, convinced of the value of technical education, voted to the Province of Alberta the sum of \$10,000,000 to be expended over a period of ten years. In 1931 an additional annual sum of \$750,000 was voted for the same purpose.²⁹ The payment of this second grant, however, was to become effective when proclaimed. Unfortunately for technical education it was not proclaimed and, in Alberta where the original grant had all been used, the progress of technical education received a serious

²⁷ Aylesworth, op. cit., p. 69.

²⁸ Loc. cit.

²⁹ Canada, Annual Survey of Education in Canada, Ottawa, 1931.

setback.³⁰

Even with the original grant, technical education was very expensive to the community and had to justify its existence. It was disappointing to find that a large percentage of the students who were not adapted to academic work were equally misfits in technical achievements.

In 1927 Doctor Carpenter³¹ discussed the expansion of technical education in these words,

It does appear that the time is at hand when the public will avail itself of a more varied programme than the revised curriculum offers. The time is passing when all children irrespective of their natural aptitudes, must be molded into the same form, or, according to school standards be called failures.³²

During 1928 Calgary was building a technical high school and committees were working on the details of a curriculum.³³ A special programme of studies to meet the needs of the first two years was presented in 1929³⁴ and the third was presented in 1930.³⁵ The assumption underlying the details of the plan was that the pupils who registered

³⁰ Aylesworth, op. cit., p. 69.

³¹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1927, p. 73.

³² Loc. cit.

³³ Province of Alberta, Department of Education, Annual Report, Edmonton, 1928, p. 18.

³⁴ Province of Alberta, Department of Education, Annual Report, Edmonton, 1929, p. 10.

³⁵ Province of Alberta, Department of Education, Annual Report, Edmonton, 1930, p. 17.

in these courses had made a definite choice as between university matriculation and normal entrance courses on the one hand and those that led directly into industrial occupation.³⁶ The approved curriculum of the technical High Schools was based upon an English, history, geography core similar to that of the academic schools. Replacing algebra, geometry, physics and chemistry were general mathematics and general science built upon a plan which selected these subjects because of their value to problems of life and vocations. Half-time was devoted to classroom studies and the remainder to shop experiences.³⁷

Through the years, the attitude towards technical education changed. The growth of its development in Calgary was typical. In 1935 the technical high school and the Western Canada High School were combined under one principal to form a composite high school. This amalgamation was possible since both schools were located on the same grounds and connected by a tunnel. The technical work was not discontinued and a very wide programme of subjects was provided.

The 1930 Departmental examinations for the Technical High School had been conducted with special care to show that a high standard of attainment was being achieved in the

³⁶ See Appendix H for Technical High School Course Outlines, 1929.

³⁷ Province of Alberta, Department of Education, Annual Report, Edmonton, 1931, p. 95.

practical shop subjects. The aim was to place such training on a parity with that received in the more academic subjects.³⁸

During this year the Edmonton School Board decided to introduce the new curriculum into its Technical High School. It was hoped that this would bring new vigor to this school and would enable it to do work that was "distinctive and definite" and which would correct a discouraging feature of this school -- the failure of many students to return.³⁹ It was regretted that the citizens of Edmonton did not endorse a bylaw that would have resulted in the extension of the services of the Technical High School. This school had been operating since 1914. Later in 1931 additional accommodation with new equipment was provided.⁴⁰

Lethbridge in 1934 had organized a technical department in the high school offering courses for both boys and girls.

The technical course had not functioned to any extent outside Calgary and Edmonton. In 1930 there had been a growing demand for technical and prevocational training throughout the province, but owing to financial conditions

³⁸ Province of Alberta, Department of Education, Annual Report, Edmonton, 1930, p. 86.

³⁹ Ibid., p. 87.

⁴⁰ Province of Alberta, Department of Education, Annual Report, Edmonton, 1931, p. 95.

only a few centres could provide the equipment and teaching staff required to operate such a school.⁴¹

5. Certification of Household Economics Teachers

Prior to June 1921 there had been no certificates issued to teachers of special subjects in Alberta. Some were instructing in household economics in elementary and secondary schools; others were teaching vocational subjects in the technical schools. In awarding certificates consideration was given to practical and technical training.

All were required to present evidence of their academic, professional and vocational training and were granted certificates as teachers of special subjects in accordance with the statements of qualifications submitted. Forty-four special certificates were issued in 1921.

6. Economic and Social Crises

During June of 1923, owing to financial conditions, the household science classes in the high schools of Calgary were discontinued. Lessons were given to the public school pupils once in two weeks, instead of the weekly. A skeleton organization was continued for two years after which a new period of expansion began, arising from the

⁴¹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1930, p. 10.

renewal of interest in practical and technical education. This resulted in the building of the new technical high school which placed household science on a more permanent basis.

Carpenter⁴² in 1925 made this comment,

It is regrettable to report that the Edmonton Public School Board has deemed it wise to further curtail the scope of the manual training and household science departments. Our system is weak in expressional subjects and the loss of any of this type of education in urban life is serious. There has been no further curtailment in Calgary.⁴³

J. A. Smith⁴⁴ remarked also,

It is a matter of regret that the financial conditions of the cities forced the school boards to economize along the lines of manual training and household economics. Besides rejuvenating the work of the high school and thus increasing its holding power, the students through this training developed in personality, in application and in breadth of industry. Habits of industry and a love for productive and constructive work were formed.⁴⁵

The economic stress of the year 1931, particularly among the farmers, had a depressing effect on technical education. As this type of instruction required more expensive equipment and operated with small groups per teacher, it had to wait for times of greater easement in

⁴² Province of Alberta, Department of Education, Annual Report, Edmonton, 1925, p. 103.

⁴³ Loc. cit.

⁴⁴ Province of Alberta, Department of Education, Annual Report, Edmonton, 1923, p. 25.

⁴⁵ Loc. cit.

the distribution of money.⁴⁶ Furthermore, the depression years of the 1930's showed that the number of pupils seeking instruction at the high school level more than doubled. A large percentage of these had neither interest in nor the capacity for advanced study in the subjects of an academic programme. Had there been opportunity for employment, many of them would never have entered the high schools. It became evident that a more flexible curriculum with a recognition of the "practical" subjects and some attempts to study the aptitudes of the pupils was the next step in programme building.⁴⁷

Accordingly, in 1934, a new study of the curriculum needs of the province was undertaken with the guidance of Doctor H. C. Newland, Supervisor of Schools. It was claimed that this was the most painstaking and most scientific of any revision that had been made in Alberta. Much time was spent in an examination of the best work which had been done elsewhere in Canada, in the United States and in Great Britain. The members of the committee were released from other duties so that they might give their entire time to the work.⁴⁸

⁴⁶ Province of Alberta, Department of Education, Annual Report, Edmonton, 1931, p. 93.

⁴⁷ Province of Alberta, Department of Education, Annual Report, Edmonton, 1937, p. 15.

⁴⁸ Province of Alberta, Department of Education, Annual Report, Edmonton, 1939, p. 7.

This study given to the reorganization of the programme of studies for the secondary schools pointed to a more intimate relation of school and active life. The general course was to be made more interesting and acceptable by tying it closely with the academic, the commercial and the technical courses. Consideration was given to the inclusion of practical shop subjects in all the courses.⁴⁹

So, with this new revision, the trend seemed to point to a widely diversified curriculum from which the student would select the subjects he liked. The success of such a curriculum would depend upon a reorganization of school territory into units of a larger area.⁵⁰

Aylesworth⁵¹ expressed the attitude toward secondary education in these words,

We have drawn closer to the ideals of old Quebec, an education not primarily for the advancement of industry and commerce, but an education which may make living more enjoyable for the individual; an education not merely for the acquiring of individual wealth but an education which may train us to live like social beings with our fellow creatures.

⁴⁹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1935, p. 83.

⁵⁰ Aylesworth, op. cit., p. 80.

⁵¹ Loc. cit.

CHAPTER VII

HOME ECONOMICS IN ALBERTA FROM 1936 TO THE PRESENT

1. A New Programme

Embree¹ in discussing education in Alberta previous to 1934 stated that former objectives had possibly been determined upon the need for making a living. The result was that many who had failed to make a living endured as well "a mentally starved existence while the richest fields of their spiritual life"² were lying uncultivated. Consequently it seemed that greater stress must be laid on the development of personal and social character. Mental attainments, the subjects taught and the methods employed in education were means rather than ends. The principal motives appeared to be character building and the enjoyment of a full life. An indication of the need for a new approach in subject matter and method were evident in 1925 in the introductory remarks to the programme for secondary schools which read,

Education must no longer be a blind process of faith, it is now becoming the sphere of the master

¹ Embree, op. cit., p. 204.

² Province of Alberta, Department of Education, Annual Report, Edmonton, 1934, p. 13.

craftsman engaged in the building of the greatest structures the world knows -- a human life.³

After two years of careful consideration and experimentation, the new curriculum was put into Alberta classrooms during the 1936-1937 term. Under the new scheme of organization the twelve grades were grouped in the following manner: The Elementary School, Grades I to VI; The Intermediate School, Grades VII to IX; The High School, Grades X to XII. This revision, wrote Embree, "revolutionized education in Alberta and placed the province in the forefront of Canadian educational progress."⁴

Doctor Newland⁵ described it thus:

The new programme is built on the principle that education is a social experience in the course of which the pupils plan, initiate and carry out co-operative projects. The motivation of the pupils is strengthened and the classroom is vitalized through a variety of activities which replace the verbalism and repetitive book-learning procedures from the old course. The new programme, however, makes greater demands on the ability, initiative, and resource of the teacher. The greater freedom both for teachers and pupils entails greater responsibility.⁶

2. The 1936 Course in Home Economics for the Intermediate School

The new courses for Grades VII, VIII and IX were

³ Province of Alberta, Department of Education, Handbook for Secondary Schools, 1925, p. 11.

⁴ Embree, op. cit., p. 203.

⁵ Province of Alberta, Department of Education, Annual Report, Edmonton, 1935, p. 19.

⁶ Loc. cit.

constructed along the same lines. Optional as well as compulsory subjects were included.⁷ The whole plan was so integrated and consolidated that in the smaller schools pupils in Grades VII, VIII and IX might be combined for instruction. The exploratory courses, which included home economics, were used to investigate the personal resources of the pupils "through suitable and adequate activation, intelligent selection and experimental direction."⁸

Home economics as a subject of study in the intermediate school was justified because educators had agreed that the function of education was to fit the child to take his place and play his part in society.⁹ It aimed to educate by directing the mind of the child to ideas connected with the home and by giving knowledge and experiences related to the home. Although it might be classed as a manual subject of a practical nature it also had high value in mental training.¹⁰

No subject on the curriculum had greater possibilities for correlation than home economics. Special care was taken to integrate it with the regular school programme.

⁷ See Appendix I.

⁸ Province of Alberta, Department of Education, Annual Report, Edmonton, 1937, p. 15.

⁹ Province of Alberta, Department of Education, Social Studies in the Intermediate Grades, Edmonton, 1946, p. 5.

¹⁰ Province of Alberta, Department of Education, Edmonton, Programme of Studies for the Intermediate School, 1936, p. 224.

This had been a weakness in the teaching of this subject as these departments had not been made a vital part of the general school programme.¹¹

The schedule was built upon a thirty-six week plan. It was recommended that the afternoon period be used where possible for Grade VII and the morning half day to Grade VIII. The Grade VII programme was planned for two and one-half hours per week and the Grade VIII programme for three hours per week. Allowance was not made for recess, as the variety of class activity made release for free play unnecessary.

The following is an analysis of the courses with a suggested allotment of time.

Grade VII

Sewing	-	16 weeks
Foods	-	16 weeks
Laundry	-	4 weeks

Grade VIII

Sewing	-	16 weeks
Foods	-	16 weeks
Social and Family Relationships	-	4 weeks

Grade IX

Clothing and Textiles	-	14 weeks
Foods	-	14 weeks
Social and Family Relationships	-	4 weeks
Home Management	-	4 weeks

¹¹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1937, p. 77.

The teacher could arrange to discuss the problems of social and family relationships incidentally, as convenience or other factors would determine.¹² It was planned to teach foods for one half the year and clothing for the other.

There were no minimum requirements for projects, but each student was to be employed to the maximum of his ability. The teacher was to be the judge respecting the type of assignment. The assignments were to be graded with reference to the achievement and the capacity of the student. The teacher had a considerable amount of responsibility but there was also freedom in developing the individuality of the pupil. The use of a library was stressed and lessons contained both theory and practice.

Outside of the cities and towns there were very few schools attempting to teach home economics. There were many obstacles to be overcome before it could be offered, especially in the one room schools. The cost of equipment, lack of special accommodation and the need of qualified teachers were all factors in restricting to a minimum the choice of home economics as an option in small schools.¹³

¹² Province of Alberta, Department of Education, Edmonton, Programme of Studies for the Intermediate School, 1936, p. 225.

¹³ Province of Alberta, Department of Education, Annual Report, Edmonton, 1936, p. 60:

In the smaller centers, where a wide range of courses could not be offered, the students had to take what was on the time table.¹⁴ Thus, the term "optional subjects" in the intermediate schools in rural communities was often a misnomer, as circumstances permitted little choice.¹⁵ In many schools only three options were offered; therefore, all students had to conform to the choice of the majority, or in some cases to the requirements of the school through its teacher or school board. Even in the larger centers it was sometimes not practical to offer certain options because of the very few wishing to enroll.¹⁶ The preferred electives were usually those which required little or no outlay for equipment. However, indications in 1939 pointed to a "steady but unspectacular" growth in home economics.¹⁷

3. Home Economics for the High School

The general committee on the high school programme recommended that a revised programme be introduced in Grade X in 1937.¹⁸ The lines formerly separating the academic,

¹⁴ Province of Alberta, Department of Education, Annual Report, Edmonton, 1937, p. 19.

¹⁵ Province of Alberta, Department of Education, Annual Report, Edmonton, 1937, p. 661.

¹⁶ Ibid., p. 48.

¹⁷ Province of Alberta, Department of Education, Annual Report, Edmonton, 1939, p. 58.

¹⁸ Province of Alberta, Department of Education, Annual Report, Edmonton, 1937, p. 19.

technical and commercial courses were to be erased. Only three subjects were compulsory for all students. These were: English, including literature and language; social studies; and health and physical education. Students were free to elect other subjects according to their interests or aptitudes.¹⁹ Home Economics I was to carry four credits. (For the purpose of computing instruction time and high school credits, it was assumed that the regular school day of five hours would comprise eight periods of teaching time, each of at least thirty-five minutes duration and that the school week would comprise forty such periods of teaching time. For high school credit the standard requirement in instruction time was thirty-five minutes per week for each unit of credit.)²⁰ Under standard conditions a subject carrying four credits would require one hundred and forty minutes of instruction.

The needlework course which was authorized in 1937 was assigned three credits.²¹

The courses for the technical or composite high schools were valued at nine credits.²² The general policy

¹⁹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1937, p. 20.

²⁰ Province of Alberta, Department of Education, Programme of Studies for the High School, Bulletin 1, Regulations of the Department ending June 30, 1940, 1939, p. 25.

²¹ See Appendix L.

²² See Appendix K.

followed in the cities was to incorporate the technical school advantages with the other phases of the high school programme in such a way as to widen the range of choice of subjects. This arrangement materially broadened the influence of home economics. Except in Edmonton, this inter-relationship of departments in the large high schools was actually in practice.²³

In 1938 Miss Ada Lent²⁴ said that the school had generally accepted the challenge of training young people for homemaking as this subject had been officially accepted by the National Education Association as one of the major objectives of education.

Continuing, the discourse pointed out that in the past the emphasis on home economics had been on cooking and sewing. Both teachers and pupils focussed their attention on the finished product and had "little interest in its contribution to the good life." Evidence in this regard showed that too much emphasis was placed on the perfection of training and not enough on the individual taking the course.

The author stated that in 1938 the development of

²³ Province of Alberta, Department of Education, Annual Report, 1938, p. 71.

²⁴ Ada A. Lent, B.Sc. (H.Ec.), Edmonton Technical School, "Home Economics, A Fundamental in the Secondary School Programme", A.T.A. Magazine, Vol. XVIII No. 8, April 1938, Edmonton, p. 33.

skill was still considered an objective of home economics but that it was far from being the only objective. Instruction had become more individualized and as such required less formal laboratories. There was more pupil doing and less teacher dominance.

Miss Lent²⁵ concluded with the suggestion that as home economics was a fundamental in the curriculum "the introduction of new methods and new materials from this department would tend to restore the balance of a school program" which overemphasized the intellectual and tended to neglect the social.²⁶

The high school programme was planned primarily for those who had previous experience with the subject in the intermediate grades. The girl in the home was the central idea about which the details of the programme were gathered. The school was an artificial environment but the aim was to carry instruction over into practical situations. The main value was utilitarian but there were also cultural and disciplinary values.

In Home Economics 1 there were five units. The following analysis indicates the approximate time allotted to each phase of the subject:²⁷

²⁵ Ibid., p. 34.

²⁶ Loc. cit.

²⁷ Province of Alberta, Department of Education, Programme of Studies for the High School, 1940, pp. 40 - 48.

Unit 1	-	Foods	-	14 weeks
Unit 2	-	Clothing	-	14 weeks
Unit 3	-	Home Management	-	4 weeks
Unit 4	-	Budgeting	-	2 weeks
Unit 5	-	Personal Responsibility	-	2 weeks

These units could be taken in any order but it was suggested that units four and five, the work and discussions would be better handled if they were extended over the year.

Home Economics 2 contained four sections:

Section A - The making of a home

- (a) The home site.
- (b) Home furnishing.
- (c) Laundry and cleaning, dyeing, decorating fabrics.
- (d) Home craft.
- (e) Food menus and service.
- (f) Home relationships.
- (g) Home nursing and care of invalids.
- (h) How to make a bed; care of bathroom and basins.

Section B - Sewing

- (a) Patterns
- (b) Textiles
- (c) Colour and Design
- (d) Construction

Section C - Foods and Cookery

The object in this course was to develop skill in the preparation of foods in relation to the home and special hospitality occasions both within and without the home.

Section D - Craft and Hand Needle Work

- (a) Girl's Room.
- (b) Sewing Room.
- (c) Bed sitting Room.

The girls in selecting this option were required to have a simple kit of woodworking tools and a painting outfit.

Home Economics 2 planned to culminate the experiences of the girls with the definite application of the skills and knowledge acquired to the making of a home from small beginnings as though it were a personal problem. There were no definite requirements. A girl could choose to work in A, B, C or D section of the course, each of which carried equal credit. The measure of the work done was the ability of the girl working at a reasonable rate throughout the year.

In discussing the complete reorganization of the home economics programme for the intermediate and the high school, Doctor Carpenter²⁸ observed that

The new programme makes no specific requirements other than that of providing facilities for offering manipulation or shop experience with any medium or media in which the student is required to work to the maximum of his ability.²⁹

In appraising the new high school programme there were indications that the programme was producing some of the results desired. In the first place, more students of average capabilities were advancing to the second and third years of the programme. There were better prospects of graduation, since fewer "academic electives" were required for the high school diploma. Apparently the new programme

²⁸ Province of Alberta, Department of Education, Annual Report, Edmonton, 1938, p. 71.

²⁹ Ibid., p. 71.

was serving the educational needs of a larger percentage of the high school population than did the former one. Secondly, the system was more acceptable and more inspiring to the students. Finally, many more schools were offering instruction in commercial subjects, shop subjects and home economics. On the whole the Department of Education in 1939 admitted that the boys and girls of high schools throughout the province were obtaining a more effective type of education than ever before.³⁰

4. Centralization and Circuits

During this time the most promising opportunity for the improvement of educational facilities outside the larger centres seemed to lie in the provisions whereby the consolidated village and rural high schools could form parts of the larger units or divisions. Included in these plans was the centralization into high schools of three or more rooms with highly trained and specialized teachers.³¹ With such a "set-up" it would be possible to provide equipment for the new general courses in music, general shop and home economics with one set of equipment serving a large group, and with a programme of courses designed to meet the

³⁰ Province of Alberta, Department of Education, Annual Report, Edmonton, 1939, p. 17.

³¹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1936, p. 39.

needs and capabilities of all groups.

A number of schools made co-operative agreements for the teaching of shop and home economics with travelling teachers devoting their full time to this special work.³² These circuits were apparently working quite well.³³

5. Summer School for Teachers

The revised curriculum, the new teaching techniques, activity procedures and objectives required a new type of teacher. In other words teachers had to be prepared for more specialized tasks and normal school education was being adapted to that end.³⁴

The Department of Education summer school programmes in Calgary made provision for courses to qualify teachers in home economics. In the past, these programmes had given opportunity mainly for manipulative experiences. It seemed that in the future more attention would have to be given to philosophy, psychology, objectives and methodology. Doctor Carpenter³⁵ believed that skills would develop in due course and that all should be "patient and

³² Province of Alberta, Department of Education, Annual Report, Edmonton, 1939, p. 58.

³³ Ibid., p. 80.

³⁴ Province of Alberta, Department of Education, Annual Report, Edmonton, 1939, p. 9.

³⁵ Ibid., p. 80.

forbearing" during the introduction of the courses but "special care should be taken" to see that the teachers had the correct ideas and vision to get the programme off to a good start.³⁶ In 1936, inspectors' reports indicated that the percentage of teachers who had actually received special training through summer courses probably ranged between a quarter and a third of the total group.³⁷

As it had not been expected that all of the teachers offering the former Grade IX programme would be qualified to teach the optional subjects of the new programme, provision was made for special five week courses at summer school. School boards were notified that special qualifications would be required of teachers offering instruction in these subjects in 1936-37.³⁸

For the groups in home economics, programmes were offered in Dress and Fabrics and in Foods and Nutrition. One session at summer school gave the teacher authority to start these subjects in a school. Two sessions gave a permanent license for continuing the instruction. The institutions offering home economics courses had been able to supply the demand for trained teachers in these subjects. Those who

³⁶ Loc. cit.

³⁷ Province of Alberta, Department of Education, Annual Report, Edmonton, 1936, p. 59.

³⁸ Ibid., p. 15.

had been qualified in Alberta were considered to be "thoroughly well prepared in foods and dietetics but the training in textiles and clothing" needed to be strengthened.³⁹

6. Accommodation and Equipment

Different types of accommodation were being used for the teaching of home economics. In the majority of schools, basements provided the only available rooms. Many of these were not very well suited to their purpose, being dull, dark and unattractive.⁴⁰ In the building of new schools, basements were generally provided and part of these fitted up for general shop and home economics classes.⁴¹ By 1941 this was an accepted practice.⁴² The office of the Director of Technical Education provided drawings of proposed lay-out plans for centers. Blue prints were supplied as a basis for making of equipment.⁴³ Other classes were found in classrooms which were available, and in buildings apart from the schools: churches, halls and private houses rented for the purpose.⁴⁴

³⁹ Province of Alberta, Department of Education, Annual Report, 1937, p. 76.

⁴⁰ Province of Alberta, Department of Education, Annual Report, Edmonton, 1939, p. 79.

⁴¹ Ibid., p. 38.

⁴² Province of Alberta, Department of Education, Annual Report, Edmonton, 1941, p. 61.

⁴³ Province of Alberta, Department of Education, Annual Report, Edmonton, 1939, p. 80.

⁴⁴ Ibid., p. 79.

Equipment was not lavish, as schools had been advised to be conservative in their initial expenditure but to provide an annual sum in their estimates for adequate additions suitable to the needs as the years progressed. In some places where scanty equipment had been supplied at first, good progress had been made and an abundance of apparatus and supplies had been provided in due course because of the satisfaction expressed by the boards and school supporters. Thus, the policy had been that of advising against elaborate equipment for an ideal programme but rather to encourage provision of accommodation and equipment suited to the needs of the district.

7. The 1941 Revision of Home Economics
for the Intermediate School

A meeting of the home economics teachers, in October 1940, proposed a revision of the course in home economics for the intermediates grades (Grades 7, 8 and 9). The course was to be integrated around the principle that homemaking was a co-operative enterprise. The "set-up" of distinct, individual units arranged in a series was to be abandoned and in its place there was to be a programme of activities integrated around the home as a centre. The course was open to boys as well as girls.

This programme⁴⁵ provided for a considerable amount of integration with health and physical education, general science, general shop, social studies and community economics. The "care of children" and "consumer purchasing" were topics which were included in the activities of the programme.

The activities of the three grades were integrated and not divided as formerly. There was some progression in difficulty with the main emphasis in the first and second year being on "Sharing in Family Life" and in the third "Personal and Social Adjustments." In this home-centre plan the students worked as a family group. The home-centre plan offered an opportunity not merely for unrelated experience in cooking, sewing, child care, housekeeping and dietetics but also for the blending and integration of these experiences in a home programme, that aimed at the common welfare of the family and of the community.⁴⁶

The programme contained a list of basic skills in housekeeping, cooking, sewing, laundering and care of the body. These were to be motivated in three ways: by home projects, by home-centre problems and by culminating activities. These skills were included because the majority of

⁴⁵ See Appendix M for Home Economics Programme of Studies for Grades VII, VIII and IX (1941).

⁴⁶ Province of Alberta, Department of Education, Edmonton, Programme of Studies for the Intermediate School, Grades VII, VIII and IX, 1941, p. 230.

intermediate school girls would eventually undertake the duties of homemaking.

In order that the plan should operate successfully, every student was held responsible for the planning and completion of a task to the satisfaction not only of the individual but also of the group. Performance was evaluated by group approval.

The general objective of this programme was that of all education; namely, to help the pupils develop to their full capacity in all phases of life. More specifically the aim was to raise the general standard of home life.⁴⁷

A model classroom for instruction in home economics would resemble a home, low screens or partitions serving in place of walls. Generally included in the room would be sections designated as dining, living, bedroom and laundry areas; and a combined sewing and teaching space. The plan of each room was dependent on the community and the teacher in charge. In the larger centers there were varying combinations of general homemaking rooms with special activity rooms for food preparation, clothing construction and arts and crafts.⁴⁸

⁴⁷ Ibid., pp. 233-234.

⁴⁸ Alberta Government Publication, Legislative Building, Edmonton, Within Our Borders Vol. 2. No. 7. Dec. 15, 1949. "Popular Course Encourages Family and Personal Development."

One of the pupil experiences listed in the 1941 course was the checking of children for nutritional status. In carrying out this project many classes in Grades VII, VIII and IX had nutrition groups chosen from the primary classes. The children came to the household economics classroom daily and were served a nutritious lunch. Each individual was weighed and measured at the beginning and any improvements were recorded by the home economics students.

8. The War Years

Readjustment in plans and materials were involved in technical education in 1940. Sincere attempts were being made to adapt the programmes of the schools so that the rising generation would be more adequately prepared to solve problems that might have no "precedents". It was not considered sufficient to hold students in school until they were eighteen to twenty-two years of age unless abstract and academic studies were supplemented. Nor was it considered wise to isolate youth from the practical issues in which they might have to take part. In the ordinary scheme of school life there was not sufficient individual responsibility . As a rule the challenges presented in school were not of a type to bring about reactions called for in actual life situations. There needed to be a carry-over.

To be thrust into a world of practical problems where one had to manage a home and rear a family, conduct a business or earn a living, to vote, to handle material or men efficiently indicated the need for a more practical education than had heretofore characterized the schools.⁴⁹

Out of school the child was often so busy doing home work that there was no time for chores. As a result, many young people were growing up ignorant of how to do the simplest tasks around the house. One commentator had remarked that,

School life is like a trip on a luxury liner, seeing the world after which the passenger is made to walk the plank without having learned to swim.⁵⁰

Doctor Carpenter⁵¹ maintained that the practical requirements of the war could have been more quickly met if boys and girls had been given certain basal experiences during their school days such as those which could be offered in a homemaking course or a general shop programme. The times showed that a matriculation course for the advantage of the few entering the university was not reasonable considering the numbers who would never enter such an institution. It was time that the emphasis was shifted to "at

⁴⁹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1941, p. 81.

⁵⁰ Loc. cit.,

⁵¹ Loc. cit.

least give an equal opportunity to those who may not be so highly endowed with academic ability or with the power to achieve."⁵²

The recommendations in Doctor Carpenter's report indicated that provisions should be made in high schools for tool-using projects for the boys and for the girls consideration and participation in practical problems likely to arise in the course of their lives. These experiences were considered invaluable whether or not the students were university matriculants. In shop rooms and home economics departments the use of library books would provide the experience of others and so save time and repetition in experimentation.

During 1940 and 1941 interest in home economics had been well maintained in Alberta. The smaller centres had been more responsive to changes in the programme than the cities. In several centres accommodation had been remodelled in order to improve instruction. Teachers were acquiring experience in the new curriculum, and in some places a superior type of work was being done. Attendance at the summer school to improve qualifications was good. One of the phases in the development of home economics programmes during these years had been the large increase

⁵² Loc. cit.

in the installation of electrical equipment.⁵³ It seemed that this might have far-reaching results in the home-life of Alberta, because of the stimulus it gave to the extended use of this type of energy in rural homes. In 1942 electric ranges, washing machines, refrigerators, electric irons, hot water heaters, toasters and mixmasters were finding their place in home economics classrooms.

In discussing this equipment Doctor Carpenter⁵⁴ wrote:

It may be argued that some of these pieces are not justified by the amount of service there is in school for them to perform. This may be quite true. The main argument for their installation is not service, but in creating an effect upon the children who gain experience in their use. They are educational tools comparable to power machines in the boys' shops. It is a leading contribution towards the development of a mental attitude towards the use of electricity as a servant of man and woman.⁵⁵

Here was an opportunity for the school to exercise leadership in social service. The account ended thus:

Anything that hastens the day of general electrification of Alberta is a step in advance in the socialization of Alberta.⁵⁶

In spite of the war, inquiries from school boards

⁵³ Province of Alberta, Department of Education, Annual Report, Edmonton, 1941, p. 82.

⁵⁴ Province of Alberta, Department of Education, Annual Report, Edmonton, 1942, p. 71.

⁵⁵ Loc. cit.

⁵⁶ Loc. cit.

about home economics indicated growth.⁵⁷ Wherever these courses were offered they were popular with teachers, students and parents alike. Doctor McNally⁵⁸ made this comment,

It is astonishing that educationists have overlooked this medium of educational development for so long.⁵⁹

Unfortunately, 1942 proved to be a year of difficulty. War activities had drawn heavily on the men and women engaged in technical education. The situation would have been more serious if a large number of experienced teachers had not applied for specialized instruction in the summer school to qualify themselves for the vacancies which had occurred. Fortunately, nearly all schools were able to carry on without any serious compromise being made in the requirements of the Department of Education in regard to the certification of teachers. A few of the smaller schools withheld instruction in home economics because of the inability to secure qualified instructors. Difficulty in securing equipment was also a deterrent in establishing new centres.⁶⁰

⁵⁷ Province of Alberta, Department of Education, Annual Report, Edmonton, 1940, p. 10.

⁵⁸ Loc. cit.

⁵⁹ Loc. cit.

⁶⁰ Province of Alberta, Department of Education, Annual Report, Edmonton, 1942, p. 70.

Because of the conditions which existed in 1942, Doctor Carpenter "ceased to aggressively propagate this type of educational service while the urge for support of specific war necessities" was so pressing.⁶¹ He thought it was advisable to postpone further organization until there was available a sufficient number of qualified instructors and easily obtainable equipment and supplies. Therefore, he devoted his time to the consolidation and improvement of those centres which had already been established.

It was noted that home economics instruction had become "generally acceptable". Where the instructor was competent in attaining the objectives of the programme, it was apparent that all concerned were enthusiastic over the results attained. In some cases, where it was just another subject, the results were disappointing. There was no doubt that an enthusiastic teacher with a vision of the possibilities, and with some technical skill, could do wonderful things in inspiring better work in all phases of school life. Some of the centres which were developing the basic ideas in the home economics programme provided real inspiration. The working through of the problems in the home economics courses to their successful conclusion

⁶¹ Ibid., p. 71.

ensured a better general standard of home life in the community. Even though diverse activities were carried on the standards of attainment in the fabric and food aspects of the subject were good.⁶²

In Alberta, it was remarkable that such results had been attained, in the main, by instructors who had depended on summer school programmes as their only opportunity for training.⁶³

The year 1943 had been a difficult one in the field of technical and practical education in Alberta. There was however,

A healthy disposition on the part of the Alberta school patrons to do something really worth while to improve facilities to make them more closely related to the lives children would have when they grew up.⁶⁴

Alberta was ready to do something about providing a variety of constructive experiences in its schools. A splendid programme of home economics had been organized and widely introduced as an option in the discussion and participation in home problems. The economic depression had not materially lessened the desire of parents for more practical results. It seemed as though it had increased,

⁶² Ibid., p. 71.

⁶³ Loc. cit.

⁶⁴ Province of Alberta, Department of Education, Annual Report, Edmonton, 1943, p. 73.

but the war added difficulties to the establishment of new centres.

During the year the Edmonton School Board closed the Technical High School. The teaching staff was distributed through the city schools and the pupils were placed in academic classes. The school, with its tools and equipment, was loaned to the war emergency organization.⁶⁵

9. Appointment of a Supervisor of Home Economics

At the close of 1943 Dr. Carpenter retired as Director of Technical Education. In September 1944 Miss M. Jeannette Hinman of Cardston was appointed Supervisor of Home Economics for the province. During the year Miss Hinman pointed out the need for a new course of studies for the high school. The course as outlined for the schools offering the Group C or technical options in home economics seemed to be functioning well, but the outlines in Home Economics 1 and 2 as taught in other high schools were inadequate. In many schools the courses had to be taught in the same period. Miss Hinman considered that a course which could be taught under such conditions should be outlined.

⁶⁵ Province of Alberta, Department of Education, Annual Report, Edmonton, 1943, p. 74.

There was still a tendency to regard home economics as cooking and sewing. Not enough emphasis was being put on the other phases of home making. Topics on household mechanics, child care, consumer buying, family entertainment, interior decoration and other related topics were needed in the course.

As there were very few schools in which a full afternoon could be devoted to a single class in home economics, the methods of teaching cooking had to be such that the classes could be conducted in a quarter of a day.

Classroom instruction should be associated with actual home practice. To be successful, the home project should follow the units of work being studied in school. An intimate knowledge of the home of the girl was a necessity for the teacher if the project was to be successfully carried out.

In some centres the high school girl could get invaluable training in management through the medium of the school lunch.⁶⁶

There was a noticeable lack of teachers in the province trained for home economics. This was linked with the general scarcity of teachers. Regarding the situation, Miss Hinman⁶⁷ made the following statement:

⁶⁶ Province of Alberta, Department of Education, Annual Report, Edmonton, 1943, p. 74.

⁶⁷ Ibid., p. 62.

This scarcity of home economics teachers is increased because there has been insufficient machinery in operation in the province for the training of such teachers. It is hoped that changes in teacher training will result in greater facilities being available.⁶⁸

Miss Hinman's report indicated that on the whole the school boards and superintendents of the province were very sympathetic toward the teaching of home economics and co-operated in all ways possible with the instructors and with the supervisor of home economics. Considering the amount of money available in the province for education, the home economics centres were well equipped. This was especially true of some of the circuits where the centre was used for only one day a week. In most places the equipment was such that all the phases of the course could be taught.

In 1945 it was noted that as a whole students in the city high schools had little opportunity to study home economics. In Edmonton, the Victoria High School and the University High School offered Home Economics 1 only and that to a limited number of students. Western Canada High School was the one Calgary school offering home economics on the secondary level. In this school, the Group C Technical⁶⁹ options in home economics were

⁶⁸ Loc. cit.

⁶⁹ See Appendix W.

the only ones offered. As these subjects carried eight or ten credits, no student interested in an academic programme was able to include home economics in her schedule. The same situation applied in Medicine Hat. In Lethbridge home economics was offered only at the Grade VIII and Grade IX levels.⁷⁰

Miss Hinman⁷¹ stated in her 1945 report that some training should be available to all students and not just to those who were interested in home economics from the standpoint of earning a livelihood in the business world, or to the pupils who were considered too poorly equipped mentally to study other subjects.⁷²

10. Programme of Studies for the High School

During 1945 a tentative programme was prepared for Home Economics 1 and 2. In 1947 this was printed and it was felt that it would meet the needs of Alberta students in the post-war years. Its major objective was the improvement of personal living, and of home and family life. The programme was flexible and readily adapted to the many circumstances which occur in high schools throughout the province. In some cases girls

⁷⁰ Province of Alberta, Department of Education, Annual Report, Edmonton, 1945, p. 57.

⁷¹ Loc. cit.

⁷² Loc. cit.

entered high school with three years' intensive training in integrated home-making, while in the same class were pupils with no home economics training.

As many of the smaller schools found it necessary to combine Home Economics 1 and 2 in the same class period, the course was outlined in units. The units selected were to be the ones for which there seemed a need in the community. Each year's work was to include at least one unit on foods and one on clothing construction. Suggestions were given for carrying out the work in the unit.⁷³ Each year's course was to consist of four or five units of work. In this programme the many aspects of personal and home living were presented as an integrated whole rather than as separate and segregated phases of life. Education for personal and family living was planned so as to involve the whole individual -- mentally, physically, emotionally and socially.⁷⁴

11. Teacher Training

During 1944 the first step was taken toward the unification of teacher-training in the Faculty of Education. The Department of Education had conducted an annual

⁷³ See Appendix V for 1947, Programme of Studies for the High School, Home Economics 1 and 2.

⁷⁴ Programme of Studies for the High School, Home Economics 1 and 2, p. 1. See appendix V.

summer school for teachers since the summer of 1917. This was transferred to the Faculty of Education of the University.⁷⁵

The great advantage to this arrangement was that teachers were then able to secure university credits for all summer school courses offered by the Faculty of Education. No such credit had been offered by the Department of Education. It was felt that the new system would definitely encourage teachers to seek advanced professional training.⁷⁶ Special courses in home economics were being prepared for teachers.⁷⁷ The courses which had been offered at the university previous to 1945 had been meant primarily for those graduates who were interested in the commercial or dietetic phases of nutrition. However, it should be pointed out that Bachelor of Science graduates in home economics who had teachers' certificates were teaching home economics.

At last, the training of home economics teachers had become an integral part of the teacher training plan. Miss Hinman⁷⁸ believed that the future of home economics

⁷⁵ Province of Alberta, Department of Education, Annual Report, Edmonton, 1944, pp. 22-23.

⁷⁶ Loc. cit.

⁷⁷ See Appendix N for courses and certification of home economics teachers.

⁷⁸ Province of Alberta, Department of Education, Annual Report, Edmonton, 1945, p. 56.

teaching in Alberta depended on the personal and academic qualifications of its teachers.⁷⁹ She referred to nine teachers who were engaged in the work with one summer of training in home economics. Of this she said,

There is a grave danger of home economics in our schools losing prestige because the teachers are not qualified to carry on a practical programme adapted to meet the needs of the pupils.⁸⁰

Since 1944, more graduates who have taken their B.Sc. in Home Economics have taken professional training and gone into the teaching field. And, too, there has been an increase in the number of education students majoring in home economics at the winter and summer sessions of the University of Alberta.⁸¹

12. General Observations from 1945-1953

An examination of inspectorial criticism and developments from 1945 to 1953 will give specific evidence as to the type of home economics instruction to be found in Alberta schools.

In August of 1945 Miss Hinman transferred to the Institute of Technology and Art. As no immediate appoint-

⁷⁹ Loc. cit.

⁸⁰ Province of Alberta, Department of Education, Annual Report, Edmonton, 1945, p. 56.

⁸¹ Information obtained from records in the School of Household Economics and from Miss Mabel Patrick, Director of Household Economics.

ment was made, Mr. Tingley⁸² took over the duties of that department for 1946 and 1947. It was disheartening to him to find so many centres closed because qualified instructors were not available. A survey of the sources of supply from which future teachers in the field could be drawn was not encouraging. It seemed advisable that some steps be taken whereby candidates in the high schools might be given some guidance and assistance that would result in specialization in this phase of education.⁸³

Realizing that the programmes in home economics were in need of revision, the department of education appointed a sub-committee of home economics instructors to work on the revising. Efforts were concentrated first on the programmes for the intermediate grades. It was planned to have the new courses ready for trial by September 1948. Co-operation of instructors throughout the province had been solicited through circulars requesting observations, suggestions and recommendations.⁸⁴

The final revision of this programme of studies in Home Economics for the Junior High Schools was completed

⁸² Mr. A. P. Tingley, Supervisor of Industrial Arts, Province of Alberta.

⁸³ Province of Alberta, Department of Education, Annual Report, Edmonton, 1946, p. 94.

⁸⁴ Province of Alberta, Department of Education, Annual Report, Edmonton, 1947, p. 84.

in 1950 and was in use in all schools after September the first. In addition to the course outlines, suggestions for establishing centres and installing equipment; reference and free material lists; and pictures of students carrying out work in different phases of the course were included in⁸⁵ the new Programme of Studies for the Junior High School.

Mr. Oviatt⁸⁶ in his summary of inspection and supervision for 1947, revealed that in the intermediate schools (Grades 7, 8, 9) the offering of optional subjects was too often conditioned by the preparation of the teachers so that the students were given no choice in the matter and such subjects were merely non-examination subjects. This resume also stated that because the options in home economics required special qualifications on the part of the teacher before they could be taught, this instruction was much more effective and popular with the students. Furthermore, it was regrettable that more well qualified teachers of "these interesting, cultural and exploratory courses",⁸⁷ were not available in the schools.⁸⁸

⁸⁵ Province of Alberta, Department of Education, Annual Report, Edmonton, 1950, p. 67.

⁸⁶ Mr. D. T. Oviatt, Supervisor of Teachers' Service Bureau, Department of Education, Edmonton.

⁸⁷ Province of Alberta, Department of Education, Annual Report, Edmonton, 1947, p. 32.

⁸⁸ Loc. cit.

The organization of the Red Deer Composite High School was a development of great interest and significance in 1947. Additional subjects made possible by the new organization included Fabrics and Dressmaking and Homemaking 1. The second units of these vocational preparatory courses were to be available in the second year of operation of this school.⁸⁹

Miss A. Berneice MacFarlane, formerly of the Medicine Hat High School staff, took over the duties of Provincial Supervisor of Home Economics on May 4, 1947.⁹⁰ In her first report Miss MacFarlane wrote that regardless of conditions teachers showed "initiative and ingenuity" in arranging and organizing home economics centres. Their co-operation in the matter of programme revision and their interest in the activities and administration were encouraging and commendable.⁹¹

Revision of the high school course in home economics was started in 1950 and consideration was given to the desire of many senior students to specialize in definite phases of home economics. During that year the general courses Home Economics 1 and 2 continued to be

⁸⁹ Ibid., p. 41.

⁹⁰ Province of Alberta, Department of Education, Annual Report, Edmonton, 1948, p. 9.

⁹¹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1948, p. 75.

taught in the majority of schools offering home economics. The technical electives were taught in the cities.⁹²

General observations in 1950 indicated that the future outlook for home economics in Alberta was bright. More people were becoming aware of the important part that the school could play in improving home and community life through better understanding of the value of good nutrition, budgeting, family relations, child care and leisure time activities.⁹³

In the years just previous to 1952 the importance of education for home living had been emphasized and social as well as technical values had been recognized. In keeping with these changes, the revision of the high school courses was planned to give more girls an opportunity to take the courses.⁹⁴ New credit values and grouping of periods⁹⁵ were planned to assist in the arranging of time tables and schedules.⁹⁶

This new high school programme which became effec-

⁹² Province of Alberta, Department of Education, Annual Report, Edmonton, 1950, p. 67.

⁹³ Loc. cit.

⁹⁴ Province of Alberta, Department of Education, Annual Report, Edmonton, 1952, p. 56.

⁹⁵ See Senior High School Curriculum Guide for Home Economics, Province of Alberta, Department of Education, 1953.

⁹⁶ Letter, July 15, 1954 from A. Berneice MacFarlane, Supervisor of Home Economics.

tive in the 1953-54 school term, includes two general courses which cover the main phase of home economics; two courses which allow three years of specialization in Foods and Nutrition or in sewing and textile work. There are additional courses of practical and cultural interest, including: Clothing Selection and Design 20; Clothing Selection and Design 30; Child Care and Home Nursing 10; Homes and Home Furnishing 20; and Home Economics Crafts 10. Home Economics 11 is a general course for boys and Home Economics 12 is a Foods Course for boys.⁹⁷ These additional courses are to be offered only upon approval of the Department of Education, because so few teachers are trained for these courses.

The revised programme, 1953-54, was developed by co-operative planning of curriculum committees, the Supervisor of Home Economics, teachers, parents and the students themselves. Careful attention was paid to the trends in modern home economics education by the study of the curricula of various schools in the United States and in the other provinces of Canada. Questionnaires were used to secure opinions of parents and students.⁹⁸

⁹⁷ The numbering of courses was changed, beginning 1952-53, so that Grade X courses were numbered 10, 11, 12, etc., Grade XI courses 20, 21, 22, etc., Grade XII courses 30, 31, 32, etc.

⁹⁸ See Appendix S.

Today, Fabrics and Dress courses, Foods and Nutrition courses and the general courses Home Economics 10 and 20 are offered in the majority of schools having centres. In the opinion of Miss MacFarlane these courses are apparently proving quite satisfactory.

In reviewing home economics in the schools of Alberta today Miss MacFarlane¹⁰¹ has made this statement:

Since home economics is offered in Junior High Schools on almost a compulsory basis, it is natural that high school students, at the Grade X level, often choose other electives. Commercial courses are favorite courses, since students secure positions quite readily without further training. There are limited opportunities for students of home economics in Alberta unless they continue home economics training at the University.¹⁰²

This statement gives an indication of a reason for the "drop-off" in registration in home economics in the high schools.

13. Special One Year Course in Home Economics at the University of Alberta 1954-55 Session

In an attempt to ease the shortage of teachers qualified to teach home economics, the Department of Education consulted the Department of Household Economics at the University of Alberta. Their suggestion

99 Letter, Miss A. B. MacFarlane.

100 See Appendix Q.

was a special one year course¹⁰¹ for certified teachers for the year 1954-55. This was accepted and in December 1953, a special bulletin was published in the A.T.A. Magazine describing the plan.¹⁰² By taking this course certified teachers will be able to secure a senior certificate in home economics in one winter session instead of in four or five summer sessions.

¹⁰¹ See Appendix V.

¹⁰² A.T.A. Magazine, December 1953, p. 42.

CHAPTER VIII

THE CONTINUATION AND APPLICATION OF HOME ECONOMICS EDUCATION

In the previous chapters the history of home economics in Alberta has been reviewed in relation to students and teachers of the public schools. In closing the survey this section will make brief mention of other fields of home economics education.

The opportunities for careers¹ in home economics have increased rapidly in the past few years. Well trained qualified home economists are in demand in the fields of business, education, social work and governmental services. In 1952, Craig² wrote

The need for trained home economists throughout the country is evident not only in the teaching field, but also in dietetics, extension and business.

1. School of Household Economics

The University of Alberta offers specialized training in the field of home economics through the School of Household Economics.³ Degree courses in Household Econ-

¹ See Appendix R.

² Hazel Thompson Craig, "Recruitment for Home Economics," The Adviser, Vol. V, Fall 1952, Number 1, D. C. Heath and Company, Boston. Heath's Service Bulletin for Home Economics Teachers.

³ The University of Alberta Calendar, 1950-51, Edmonton, Alberta, p. 51.

omics have been offered since 1918, when the department was established with Miss Mabel Patrick as its head. Courses are offered for students from the high schools and from the Provincial Schools of Agriculture.

The course of study is a general one, designed to provide a student with a foundation in Arts, Science, and Household Economics which will enable her to enter any of the numerous branches of Home Economics, or to proceed to graduate study. For some of these lines of work special training is required. For example, if a graduate plans to teach, she must obtain a Teacher's Certificate, and if she plans to be a dietitian she must qualify by taking student training in a hospital or commercial institution. Other positions open to graduates in Household Economics are as directors of the home service departments of utility companies; home economists in food industries and extension work; nutritionists in social service, industrial plants; government departments and in nursery schools; laboratory technicians; and editorial positions in the field of journalism. For some of these positions special training and experience are desirable, but the present great demand has necessitated the employment of graduates without this advanced training.⁴

2. The Alberta Schools of Agriculture and Home Economics

The home economics courses offered at the Alberta Schools of Agriculture and Home Economics at Olds, Fairview and Vermilion are "designed primarily to give training in homemaking."⁵

⁴ Loc. cit.

⁵ Calendar, The Alberta Schools of Agriculture and Home Economics at Olds, Vermilion and Fairview, Alberta, Department of Agriculture, Edmonton, Alberta, p. 28.

Such a purpose appears to be entirely justified in view of the obvious value it will have for most young women. Much of the training is applicable to numerous forms of employment that might be obtained after graduation, but there is no attempt to provide specific training for any particular job. The strictly home economics subjects include sewing, clothing selection, textiles, cooking, nutrition, handicrafts, laundering and home management.⁶

Up until the fall of 1953 agricultural subjects such as horticulture, dairying and poultry were included and were also compulsory. Since then these have become optional and typing has been added as an alternative.⁷

Considerable time is also devoted to English, Mathematics, General Science and Community Organization. The course also endeavors to stimulate higher standards in home practices and rural living and provides some training in rural leadership and citizenship.⁸

Some graduates have continued for further training in Nursing, Teaching or Home Economics at the University Other graduates have found employment in hospitals, school dormitories, hotels, stores, dressmakers' shops and with other commercial organizations.⁹

3. Provincial Institute of Technology and Art

The purpose of the Provincial Institute of Tech-

⁶ Loc. cit.

⁷ Letter, R. M. Putnam, Superintendent, Schools of Agriculture, Edmonton.

⁸ Calendar, The Alberta Schools of Agriculture and Home Economics, Department of Agriculture, Edmonton, Alberta, p. 28.

⁹ Loc. cit.

nology and Art is to train men and women for occupations between the skilled crafts and the highly scientific professions. Half of the training time is devoted to shop work in the practical application of skills and techniques. Theoretical sections offer instruction intended to qualify students for supervisory positions in their trade. Home economics courses in clothing and design and food service training are offered at the Institute which is operated by the Department of Education. It is also affiliated with the University of Alberta.¹⁰

4. Adult Education

Home economics education at the adult level serves primarily to help adults assume homemaking responsibilities. Such opportunities have been made available in Alberta through the following channels: night classes, in schools, university branches; and the Institute of Technology and Art; extension work sponsored by the University of Alberta and the Department of Agriculture; homemaking or family service centres in stores, gas and electrical companies; sewing machine company courses; and cooking schools sponsored by stores and wholesale companies. Informal methods of assisting adults in homemaking are being increasingly used also. These include personal consultations and clinic

¹⁰ Senior High School Handbook, 1954-55, Province of Alberta, Department of Education, 1954, p. 28.

type help on the repair of household equipment and furniture; the selection, care and renovation of clothing; the production and preservation of food; and the guidance of children.

CHAPTER IX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

1. Summary

Primarily, the present study has attempted to describe in some detail the progress of home economics in the schools and in the teacher training courses in Alberta. Secondly, it has attempted to determine the place of home economics in the educational program of Alberta by so tracing its development and considering the significance of the changes in the curricula.

In addition, references have been made to the manner in which the Department of Education has and is solving some of the problems connected with the teaching of home economics.

The historical background has placed these developments in home economics in their proper relationship to each other and to the educational system of Alberta as a whole. The work has indicated how the attempt has been made to bring about a closer connection between the schools and the lives of the students.

Furthermore, the study has shown that as home economics has been adapted to the changing needs of the province so have educators with foresight guided its growth in keep-

ing with developments in the provincial field of education.

The survey was considered to be of importance because home economics is a subject which centres in the home and its relationships. These indicate a type of education which is especially adapted to the needs of girls and which gives a basis for the intelligent solution of problems connected with home and community responsibilities of adulthood.

The many definitions of home economics designate it as a field of study, for it involves not only the teaching of the activities essential to the home, but also a body of contact which enriches the activities of homemaking. It includes a study of food, shelter, and clothing viewed from the standpoint of science, economics and art, as well as a study of the relations of the members of the family to each other and to society.

The function of the home, originally, was the care and protection of the child during infancy. Most of the needs of the individuals in the family were met within the group. As time went on social and economic structures changed in a wide variety of ways and the home lost its vital function as the seat of economic productivity. Consumption replaced much of the production. As a result homes and home life have changed. Men now work shorter

hours and farther from home and their work is less clearly connected with the home. Many women are also gainfully employed outside the home. The day of the well integrated community characterized by family group contacts has passed.

Because of these changes, agencies outside the home have assumed many of its functions. Schools have taken more and more responsibility in the education of the children. Since the family is the most important, most continuous, and most significant of all the agencies that contribute to democratic living, home economics education has become an integral part of the school system.

Early in the history of Canada the first beginnings of home economics were started by the Ursuline Sisters in the province of Quebec in 1668.

In the United States, though, its subject matter had received the attention, and the thought of writers and, though a large body of knowledge had accumulated as a result of the experiences of housekeepers, home economics did not find an established place as a recognized subject for formal instruction, until about 1870 when it was introduced into four state agricultural colleges.

The history of home economics education also reveals the fact that emphasis on education for home and family life

received impetus from the works of Mrs. Ellen Richards and the efforts of other delegates to the Lake Placid Conference.

In Canada development was influenced by practices in the United States. In the provinces where the government provided financial assistance, the growth was most rapid. The enthusiasm of three philanthropists and educators, Sir William Macdonald, Mrs. Adelaide Hoodless and Mrs. Lillian Treble, gave force to the movement.

A brief review of the outstanding events in the march of home economics in the province of Alberta shows how far we have travelled. From 1895 to 1903 this subject was confined to sewing. After that it was extended to include cooking. Manual training and household science have been cited as subjects on the curriculum from the earliest period in the history of the province. In 1912 the course included sewing for Grade VI girls; sewing and cooking for Grade VII girls; and sewing, cooking and housework for Grade VIII girls. The emphasis was entirely on skills.

Household science was introduced for girls as a counterpart of manual training. The rapid development of manual training in the lower grades and the demand for instructors led to the establishment of teacher-training

courses and promoted investigations into the value of the subject and into the question of the forms¹ in which it should be presented in order to meet the changing needs of the public schools, which represented the only formal education received by the vast majority of people. The importance of this problem came at a time of rapid changes in social and industrial life, all of which affected the home and tended to add still further to the subject matter of household science.

Although education in Canada comes under the jurisdiction of the provinces, the teaching of household science was fostered to some extent by Dominion Government legislation. Recognizing the importance of instruction in household science following the Report of the Royal Commission on Industrial Training, the Agricultural Instruction Act was passed in 1913. This Act appropriated a sum of money for use over a ten year period, to be granted to the provinces in proportion to their population. This grant included the teaching of household science in public, high, separate and continuation schools and the university. The teaching of household science was also encouraged by the School Grants Act of 1913, which gave special grants to rural and village schools for the teaching of home economics

¹ System of class divisions called forms until 1913.

The regulations became operative on January 1, 1915. The appropriation of the Agricultural Instruction Act expired in 1923-24. The Schools of Agriculture also functioned under this act.

A further grant in 1919 under the Technical Education Act, provided an additional sum for vocational training in the provinces, with a stipulation that a provincial grant equal to the allotment of the Dominion government be made.

This aid made it possible to introduce and maintain work in home economics in smaller communities and helped to raise the standard of teaching.

Up to 1914, when the Department of Education in Alberta decided to follow a definite policy of technical education, instruction in "vocational" subjects had been given as a part of the school work only in the larger centres, namely Calgary, Edmonton, Lethbridge and Medicine Hat. Household science was offered to the girls in the seventh and eighth grades. The work was taught by well paid, well qualified supervisors and the board received a grant from the department based on the amount expended. However, this system had been unsatisfactory because school boards had to decide how much and what kind of instruction should be given. Accordingly, when he was appointed in

1914, the Director of Technical Education was instructed to draw up a scheme of technical education which could be applied in the rural as well as in the large city schools. It was hoped that the scheme would meet the serious problems presented by the low average attendance in the elementary schools and the fact that many immature, retarded pupils were taught in the same classes with children five to seven years younger than themselves.

In the cities, well trained specialists from eastern Canada and the United States were employed. In the rural districts the offering of such courses was dependent on local initiative to provide equipment and on the regular teacher for the instruction. To train teachers, summer schools were established at the University of Alberta in 1913. Three certificates in specialized courses were available -- the elementary, the intermediate and the specialists'.

The purpose of the household economics courses offered in the normal schools from 1913 to 1926 was not for training the teachers to instruct in the subject, but rather to instill a basic knowledge of nutrition and food selection in relation to health, and methods of preparation for the organization and serving of rural school lunches. Clothing was included as part of the course as

an aid to school fair work.

Unfortunately the depression in the years of the 1914-18 war hindered development. Calgary retained its Pre-vocational school and Edmonton its Technical school, but Lethbridge abandoned its attempts at expansion in the field of vocational education. Public school classes in Calgary were reduced to a half-time basis with a skeletal staff.

Older youth returning to school after the first world war and in the years that followed, created a need for technical and vocational education. Attempts were made to meet the demand. Help was needed with personality and vocational problems, family adjustment and preparation for marriage.

Before the war of 1914-18, studies in home economics had been recognized by some as an essential part of the general education of every girl. At the close of the war these studies assumed a new significance and appeared as an indispensable part of education. Every girl needed instruction regarding better and more healthful living and training in those practices which would enable her to live her daily life more intelligently, to rear her children more thoughtfully and to serve her community and country more efficiently. These studies were needed by

others for definite wage earning vocations.

In their first classes in home economics, pupils worked individually, for educators then thought that pupils worked best and assumed more independence working alone. In cooking, each girl made an individual recipe. Meal preparation in a unit kitchen was yet to come. Teaching was organized around the subject not the pupils' needs. For a long time the day's lesson was the unit of work. Classes were teacher-dominated and the emphasis was on skills. The shift has been from a subject-organized curriculum to the family centered one. The aim is no longer to make the student amenable to discipline and then fill her mind with facts, but to develop to the full her talents so that she will be a credit to herself, her home and her country.

The home economics curriculum revisions of 1936 were "sweeping." The trend toward "activity" programmes led to the setting up of problems which would stimulate learning. The trend toward curriculum integration in the high school led to the organizing of different areas of study concerning the home. Homemaking education no longer consisted of cooking and sewing only, but had been broadened to include all areas of everyday living. The "integrated homemaking technique" was the method of instruction

employed.

Meal preparation and service formed the foundation for all foods courses from grades seven to twelve. Greater stress was also placed on the preparation of food in family quantities and on the study of food principles in relation to health.

The realization of the importance of the individual and of families and their relationships resulted in the study of child development and guidance and of personal and family relations. In the junior high schools students were introduced to homemaking activities and learned to accept responsibility for any project undertaken.

Home projects were an essential part of this new home economics programme. Such projects included the planning of an attractive wardrobe, the planning and making of low cost meals, the securing of better nutrition, the planning of family good times, the beautification of a room, house or yard, the improvement of the efficiency of the house, the planning of a party or the extending of other forms of hospitality. To be effective and valuable these projects needed to be supervised by the teacher. When carried through properly, they had many values. They encouraged a closer parent-child-teacher relationship. They fostered pupil development by broadening the area of

experiences. They provided opportunity for the knowledge and skills acquired in the classroom to be applied to outside situations.

The major purpose of this programme was the education of youth so that they would be enabled to meet and solve the problem of everyday living. The emphasis in the programme was the development in the individual student of attitudes, appreciations and abilities to meet his responsibilities and the gaining of some knowledge of the profession of homemaking.

In the larger centres and in the composite high schools technical courses requiring from eight to ten periods a week were offered. If a girl wished to specialize in sewing and related art and design, she could take three years of Fabrics and Dress. If she preferred cooking and food work with some laundry, home management and related arts, she would take three years of Homemaking. In some schools a course in arts and crafts was offered to both boys and girls.

During the period of the Second Great War, there was a great shortage of teachers and a lack of facilities. It seemed that the first subjects to suffer were the optional subjects in the high school. In 1945 there was a great drop in the number of students taking home economics and the number

of high schools outside of the cities offering the courses.² The explanations in the annual reports gave a general picture of home economics being hampered by inadequate salaries, serious deficiencies in classroom equipment, time limits, circuit teaching and lack of professional training. Even under these difficulties, the inspectoral remarks indicated that the programme was achieving some success. It seems that teacher shortage was the major deterrent to progress. The situation may also be explained by the fact that teachers required summer session training in home economics and that this involved an expenditure of time, money and energy that did not seem warranted during the war years.

In 1945 teacher training was completely taken over by the Faculty of Education, University of Alberta. Courses in Household Economics could then be taken in the summer and winter sessions, and carried credit toward a degree. Thus, progress was made towards better training of home economics teachers in Alberta in these years. The appointment of a Supervisor of Home Economics in 1944 also gave a new impetus to the development, and steps were taken to bring methods and courses up to date.

In the 1950 revision of the home economics course for the junior high school and in the 1953 revision for the

² See Appendix Q.

senior high school there was a change in emphasis on subject matter. The change was from generalized to specialized courses. The objectives as expressed in these courses are in line with Alberta's general aims in education. The over-all programme in home economics includes courses in foods and nutrition, clothing, home furnishings and equipment, child development, family economics, family relationships and crafts. Home economics is no longer wholly concerned with setting standards of perfection. Rather, it is important that problems involving time, energy, money and satisfactions must always be solved on an individual family basis. Today the courses show a retention of useful skills; an application of scientific knowledge to home living; and the importance of the development of the individual and the family in a family-centered programme. The course is uniform but elastic. The minimum requirement for each grade is stated, but scope is given for the selection of optional units and materials. This permits the teacher to consider both the needs of the students and the community.

It would of course be premature to attempt to pass judgment on the 1953 high school courses in home economics before sufficient time has elapsed to prove their soundness. Indications are that the programme is proving satisfactory,

but objective reports were not available at the time of writing.

By completing university programmes in household economics and related fields, high school graduates may prepare themselves to become teachers of home economics, dietitians, district home economists, household economics consultants.

Those wishing to specialize in dressmaking or in restaurant management, may take courses at the Provincial Institute of Technology and Art in Calgary. General courses in homemaking, designed for farm girls, can be taken at the Agricultural Schools at Olds, Vermilion and Fairview.

Efforts have been made and are being made to improve the standing of teachers in home economics. Those already in the field have the opportunity of attending summer session classes. Those teachers wishing to specialize in home economics will have the opportunity of attending the special course in the 1953-54 University of Alberta winter session. The completion of this course will entitle the teacher to a Senior Certificate in Home Economics.

2. Conclusions

The emphasis on the importance of raising the standards of training for home economics teachers is perhaps

the most far reaching move of all, for it is essential if home economics is to flourish and expand, that teachers should be adequately equipped for the responsibilities which face them.

Home economics teachers at the Annual Workshop in Calgary on April 23rd and 24th this year, expressed the need and desire for additional home economics courses. The changes in home economics education have placed new demands upon the teachers and to prepare them to meet these requirements teacher training courses in home economics must be extended. Teachers need to be familiar with the newest methods in teaching and with the newest trends in home equipment, foods and textiles.

The status of the home economics teacher stands forth in Alberta as elsewhere as the chief determinant of future educational progress in home economics. Sandiford³ says, "After all, the teacher not the programme is the key-stone of the educational arch."⁴

This is particularly true in the case of home economics. The teacher is in a large measure responsible for moulding public opinion and her success in the attainment of this end is in proportion to her conception of the place

³ Peter Sandiford, Ontario College of Education, Article entitled "Curriculum Revision in Canada."

⁴ Loc. cit.

of home economics in the education programme and the contribution this subject makes to the individual, the family and the community. If we are to reach the goals of home economics, there must be teachers who are quick to take advantage of every opportunity to stimulate public interest and support.

Fortunately, through extension work, reading, radio and someday television, the home economics teacher may keep in touch with her fields of interest and continue to build upon the foundation of her training. Most women eventually manage homes of their own. Home economics training has the advantage of being a professional field which furnishes many outlets for remunerative work, and also one which is not abandoned when the responsibilities of a home are undertaken.

Schools in Alberta are now quite generally equipped to give courses in home economics. However, a good homemaking programme may be achieved without an ideal situation by moving forward step by step. This means hard work and determination, but the satisfaction it brings more than repays the teacher who believes enough in it to make it a success. Home economics courses are intended to give the students a general acquaintance with the various activities of the home. Nevertheless, the foundation of homemaking

can be laid even though ideal set ups are not available. Attractive home economics rooms do not appear voluntarily but there is more to teaching than just good equipment and pleasing accommodation. The good home economics teacher⁵ pays attention to circumstances surrounding the community, schools and homes, and plans constructively. Through every day she must retain her sense of direction and her confidence.

Analysis reveals that home economics in Alberta contributes to the objectives of all education through the solution of problems primarily concerned with home and family living. It serves to develop abilities, attitudes and appreciations which are essential for personal and family living through experiences in preparation for home living and homemaking. It provides training for such specialized tasks as selection, buying, and preparation of food; selection, purchase, care and construction of clothing; care of furnishing, equipment and the home; management and use of personal and family resources such as money, time and energy; protection of health and care of the sick; development and care of children; and social relationships within the home and the community. Home economics is dependent upon supporting courses in other

⁵ See Appendix T: Evaluation chart on back of inspection form of the Supervisor of home economics.

fields such as art, English, science and social studies; therefore, mutual understanding between the teachers of the various departments should be aimed for, so that students may be offered an effective programme.

Invention and research necessitate constant changes in content and method of home economics, while social political and economic conditions bring shifts in emphases. A significant example of this has been the increasing attention given to the problems of consumption as goods and service produced outside the home have replaced those formerly secured by the direct efforts of members of the family. Another example is the adjustment called for during a major depression or a war in order that the best possible contributions to family and community welfare may be effected.

Those who have looked back over the years feel that a great deal has been accomplished but always ahead is the vision of still further expansion. Household economics can do much for students and help them, through worthwhile activities, to build full and satisfying lives. It is rich in possibilities for serving the home and the community. For these reasons those who are interested in the future of this phase of education will respond to the challenge to seek broader and richer fields of development. In Alberta, many

worthwhile accomplishments have attended the progress of home economics instruction through the years. What the future holds in problems or achievements lies beyond the present view. However, the record for the past forty-nine years has made a firm foundation to build upon in the years ahead.

When one views the programme in perspective, he concludes that the socio-economic conditions in the home as they are evolving under new pressures applied by woman's economic status and expanding employability, will demand new types of home economics curricula. It seems likely that a number of occupational skills related to homemaking will need to be developed in harmony with the life of a married woman as a worker outside of the home. It is probable, also, that modern inventions effecting new time saving conveniences in the home will necessitate revisions in homemaking programmes as they are presently offered. Trends indicate that some skills and techniques will have to be dropped and new ones developed.

From the foregoing discussion it will appear that the place of home economics in the education programme of Alberta can hardly be overestimated. No other course in the school curriculum is as fundamentally related to the present and future needs of all youth, boys as well as girls.

If the home is considered the basic unit of our society then education for home and family living is vital.

Home economics is concerned with life; therefore, it cannot be reduced to a science. However it has progressed with culture.⁶ Home economics is not traditional book education but it is education that makes for efficiency in living. Home economics has gained in "academic respectability" but it is still "on the spot" because of its comparative newness, and it is still being challenged by some school administrators.

3. Recommendations

I The need and justification for homemaking education is found in basic needs -- physical, mental, emotional and spiritual. In view of these statements some means should be devised whereby adults are made aware of its importance, its scope and its goals. Radio programmes and exhibits sponsored by the Department of Education, newspaper articles and publications of leaflets or bulletins for various clubs would give publicity to these courses and make the public aware of the place of home economics in the schools. Such devices have been used by the Department of Agriculture in their extension work in home economics for girls

⁶ Willystine Goodsell, Ph.D., A History of the Family as a Social and Educational Institution (The Macmillan Company, New York, 1917).

and women with gratifying results. Home economics teachers need to do a better job of telling others of what they are doing in the classroom, also, but to do so with the backing of the Department of Education would improve the status of home economics. We need adult education regarding home economics instruction in the schools.

II Home economics is an enterprise in living and teachers should have ways of evaluating what is being done in the classroom so that the students have clear and worthwhile goals constantly before them; there should be a variety of types of evaluation in terms of these goals; students should be helped to evaluate as they learn; and this evaluation should be a pleasing experience; students and parents should recognize that the important thing in home economics is for a student to achieve as much as he is capable of doing and that achievement is not measured in terms of what others are doing. This appraisal of a student's progress should take as little of the teacher's time as possible and yet be effective. Many home economics teachers have expressed a need for such assistance, especially the young inexperienced teachers. Since standards throughout the province vary greatly, it is recommended that a uniform evaluation system be devised by the Department of Education. A uniform grading system would tend to improve poor teaching methods.

III It is in the Junior High School in Alberta that home economics is reaching its greatest numbers.⁷ In the high school home economics reaches only a small percentage of the students, most of these being girls. It is not alone what a school offers, that is important; it is also what a student takes. Little consideration has been given to the problems of interesting students in these courses. We should seek to find out why more high school girls and boys do not take the courses, preferably from the students themselves. Some of the criticisms they will make should help in improving the offerings; others will lead to an educational campaign for home economics. Home economists should take the lead in promoting and providing home and family life education. Therefore, it is recommended that the Department of Education commence a programme of enquiry to determine why home economics courses in high schools are not chosen more frequently. We hear explanations and reasons but we have no proof of the validity of these statements.

IV As the field of knowledge in home economics changes rapidly, there must be continuous teacher training. Home economics teachers at the annual convention of the Alberta Home Economics Association in Calgary this year

⁷ See chart, Appendix O.

expressed the need for additional courses at the University of Alberta. Those which were discussed in particular included: tailoring, an advanced course in textiles, millinery, advanced applied art, child care, home nursing and interior decorating. Therefore, it is recommended that the Department of Education, the Faculty of Education and the School of Household Economics consider the possibility of making such courses available.

V Furthermore, there is a need for teachers' instruction guides to accompany the new high school courses. Work sheets for students' use in foods and nutrition would eliminate the much disapproved practice of copying recipes. It is recommended that the Department of Education consider the publication of such materials.

VI In view of the fact that Industrial Arts teachers are granted advanced and specialist's certificates, and that teachers who have graduated with a B.Sc. in Home Economics are granted advanced certificates it is recommended that recognition be given, also, to home economics teachers with B.Ed. degrees who have specialized beyond the requirements for a senior certificate.

VII From a survey of the history of home economics in Alberta and as a result of discussions, there appear to be many unsolved problems. It is thereupon, recommen-

ded that further studies related to the following suggestions be made:

1. The formulation of devices for checking knowledge of necessary techniques and achievements in both the high school "Foods and Nutrition" and "Fabrics and Dress" courses.

2. A comparison of the integrated homemaking system of teaching home economics, in Alberta, in the junior high school with traditional methods so as to determine their relative effectiveness.

3. An investigation of the value of high school courses in chemistry on the training of home economics teachers.

4. A study of the length of periods for instruction in home economics in junior and senior high schools, with a consideration of the administrative as well as the educational problems involved.

In this topic information is required to answer these questions:

What is the situation?

What is desirable?

How could it be attained?

5. An analysis of the school lunch programme with special regard to these questions:

Are home economics students being exploited for use in this project?

Does this project provide the varied homemaking experiences needed by students?

Furthermore, beyond a certain point in the participation in its various activities, does it lose the educational value which it has afforded the pupils during the process of learning the specific activities?

6. The growing tendency to furnish the clothing and foods laboratory as an attractive living room points to an increasing belief in the educational value of home economics activities.

Because of its attractiveness and convenience, the home economics department lends itself to the social activities of the entire school and there is an economic advantage in using it for such purposes. The growing tendency to consider this homelike room as the most comfortable and attractive place for teas, receptions, meals and teachers meetings is to be encouraged. However, it entails these points for consideration:

(a) How can the use of the equipment and furnishings be made with the least inconvenience and handicap to the work in home economics?

(b) To what extent is a principal or superintendent

justified in enlisting the services of the home economics teacher and her students for the above activities?

(c) At what point do such activities lose their educational value?

7. Another school activity which usually is considered the work of the home economics department is the making of costumes for school pageants and dramatics. A study of this and other related activities would be helpful in clarifying:

(a) the educational value of such projects in relation to the service rendered and the time spent.

(b) the effect on the attitude of students toward a course in home economics.

The progress made in home economics since it was first started in the schools of Alberta encourages a belief that the years ahead will see further development. In concluding this account, it is hoped that the narrative will challenge others to add information that will assist those who are attempting to administer and teach home economics.

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APPENDIX

(Continued)

Page 10

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APPENDICES TO

SOME HISTORICAL ASPECTS IN THE GROWTH OF
HOME ECONOMICS EDUCATION IN THE PROVINCE OF ALBERTA

A DISSERTATION SUBMITTED TO THE COMMITTEE ON
GRADUATE STUDIES IN PARTIAL FULFILLMENT
OF THE DEGREE OF MASTER OF EDUCATION

FACULTY OF EDUCATION

BY

EDITH MURIEL RITCHIE
HIGH RIVER, ALBERTA

OCTOBER 1954

APPENDIX A

Course of Studies for
the Public Schools, 1912.
Grades I to VIII

Manual Training and Household Science and Arts

Page 69. Pages 76 - 84

Grade VI

Girls

SewingPreliminary Lesson

Correct posture of body

Necessary equipment

Proper handling

Practical Work

Threading needle, making knots, using a thimble,
illustrations of warp and woof-threads in cloth.

Simple Stitches

Basting, stitching, running, overcasting, gathering,
hemming, stitches applied to sewing bag and tea towels.

Ornamental Stitches

Outline stitch, catch stitch, feather stitching,
hem stitching, blanket stitch. Stitching applied to
dish towels, needle book, pillow cases, sheets, and
blankets for a doll's bed.

Seams

Plain, fell and French.

Bands

Review gathering, stroking, applied to bands put on in different ways.

Buttonholes

Buttonhole stitch form, making different buttonholes, sewing on buttons applied to sewing apron.

Grade VII

Girls

Patching

Overhand patch, hemmed patch.

Darning

Stockinet, cashmere, table linen.

Hems

Turning different hems on paper, mitering and cutting out a square corner. Applied to doily and table napkin.

Patterns (bought)

Method of cutting, measurements, method of putting together. Applied to underwaist and kimona.

Finishing Garments

Gusset, placket, sewing on lace, sewing on hooks and eyes.

CookingPreliminary Lesson

(a) Personal appearance when at work.

- (b) Dishwashing, care of cooking utensils.
- (c) Building a fire.
- (d) Getting acquainted with kitchen. Practical work -- measuring.

Study of Starch

- (1) Potatoes - Composition and use in body; methods of cooking. Practical work: Baked, mashed and creamed; white sauce.
- (2) Cereals - Source and composition, manufacture, methods of cooking. Practical work: Oatmeal, cornmeal, cream of wheat.
- (3) Prepared Starchy Foods - Starch as a powder, starches as a source of energy. Practical work: corn starch mould, tapioca pudding.

Study of Sugar

- (1) Sugar - Source and manufacture; value to body. Practical work: candy.
- (2) Sugary Vegetables - Structure and composition; value to body of cooked and raw vegetables. Methods of cooking. Practical Work: creamed cabbage, stewed onions, mashed turnips, cauliflower.
- (3) Salad Plants - Value to body. Methods of cooking; kinds and uses of salads. Practical Work: salads of lettuce, celery, tomatoes, salad dressing.

Study of Proteid

Study of animal foods, tissue building foods, effect of heat on proteid.

- (1) Eggs - Composition and value to body; effect of heat.

Practical work: poached, boiled, scrambled, omelet.

- (2) Milk - Composition, care, effect of heat, value to body.

Practical work: junket, coffee, cocoa, milk soups, cottage cheese.

- (3) Cheese - Manufacture, food value. How to combine a starchy food and a proteid.

Practical work: Macaroni and cheese, cheese fondue, Welsh rarebit.

Serving a Meal

Breakfast

Preparation of dining room

Setting table

Planning menu

Marketing

Cooking and serving meal

Cleaning up after meal

Practical work: prepare room, buy supplies, cook and serve meal, wash dishes, clean rooms.

<u>Menu:</u> Fruit	Toast
Cereal	Coffee
Omelet	

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Grade VIII

Review different stitches, buttonholes, seams, bands.

Use of the sewing machine and attachments.

Make one set under garments.

Foot stockings.

Mending gloves.

Cooking - Study of Proteids (continued)

- (1) Meats - Structure and composition, use to body, kinds of meat and principal cuts with relative costs, care of meat, effect of heat.

Practical work: Visit market for cutting demonstration. Cook meat by following methods: broiling, stewing, roasting, making meat soups.

- (2) Beans and Peas - Composition and use to the body, effect of heat.

Practical work: baked beans, creamed peas.

- (3) Fats and Oils - Classification: Manufacture of butter, value to the body, use as shortening.

Practical work: Comparison in use of suet and lard, frying potatoes.

- (4) Use of Left-overs - Review foods and methods of cooking.

Practical work: salads, soup, souffles, escalloped dishes, croquettes.

Study of Lightening Agents

- (1) Flour mixture classified, making pour batter, oven tests, expansion of air and water in baking.
Practical work: popovers.
- (2) Making Drop Batters - Baking powder as leavening agent.
Practical work: muffins.
- (3) Soft Doughs -
Practical work: baking powder biscuits.
- (4) Soda and Sour Milk or Molasses - Effect of acid and alkali, right proportion of each.
Practical work: corn bread, brown bread, gingerbread, griddle cakes.
- (5) Yeast Bread - Study of the yeast plant, experiments; kind of flour, methods of mixing and baking.
Practical work: white bread, rolls.

Serving a meal

Luncheon

Practical work:

Prepare room

Buy supplies

Cook and serve meal

Wash dishes and clean room

<u>Menu:</u>	Consomme	Tomato Salad
	Meat	Rolls
	Croquettes	Gingerbread
	Creamed potatoes	Tea

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Housework

General care of the house

Sweeping carpets

Bare floors, matting

Dusting floors, walls and furniture.

Washing of floors -- hardwood, painted, oilcloths, matting.

Washing of windows

Cleaning of faucets and other metallic substances

Care of woodwork and furniture. Removal of spots and stains, oiling and polishing hardwood, care of paint

Bedroom - Care of room and of closets, airing of room, care of bed and bedding.

Dining Room and Kitchen - Care of glass, silver, china, linen. Care of stove, sink and garbage pail

References.

Furnishing

The kitchen should be fitted with a table or a series of tables laid out in a hollow square with an entrance to each end. It should accommodate twenty pupils. The table is laid out in sections 32 inches wide by 52 inches long, each section providing working space for two pupils. This section provides three drawers, two individual drawers for small utensils and one common to both pupils, for keeping supplies such as sugar, flour and salt. Each section is also fitted with a cupboard to hold the necessary pots and

pans. An individual mixing board which slides in between the top of the table and the drawers, is also provided. The top of each section of the table is fitted with two gas burners and a garbage crock. In the centre of the hollow square is a supply table, which may also be used as a demonstration table for the teacher. The kitchen is also provided with two sinks and an ordinary kitchen range. Where only a kitchen is provided, as in most public schools, the demonstration table is ordinarily used to demonstrate the method of serving.

Equipment - individual

Utensil Drawer

- 1 baker
- 3 bowls
- 1 popover cup
- 1 measuring cup
- 1 plate
- 1 tin plate
- 1 sieve
- 1 Dover beater
- 1 paring knife
- 1 spatula
- 1 tablespoon
- 2 teaspoons
- 1 wooden spoon
- 1 fork

Supply Drawer

- 1 flour box
- 1 sugar box
- 1 salt box
- 1 salt shaker
- 1 pepper shaker

Table Cupboard

- 1 scrub basin
- 1 scrub brush
- 2 vegetable brushes
- 1 meat board
- 1 dish pan
- 1 draining pan
- 2 stewpans with cover
- 2 saucepans
- 2 frying pans
- 1 stove plate
- 1 tea kettle

Equipment - generalTeacher's Table

- 1 basting spoon
- 1 can opener
- 1 cork screw
- 1 large French knife
- 4 small French knives

- 1 knife sharpener
- 1 pair scissors
- 1 package tissue paper
- 1 spool thread
- 2 wooden spoons
- 10 graters
- 10 purie sieves

Glass Door Cupboard

- 1 cornstarch jar
- 5 lemon squeezers
- 1 glass measuring cup
- 6 tumblers
- Scales (4 pounds)
- 10 teapots
- 6 white crockery cups
- 6 plates (10 inch)
- 10 jugs
- 6 bowls (enamel - 3 1/2 inches)
- 3 bowls (brown - 7 1/2 inches)
- 3 bowls (yellow - 11 inches)
- 1 portable oven
- 1 crock (for washing soda)
- 1 dish pan
- 1 scrub pan
- 1 washboard
- 2 blackboard erasers

- 1 tea kettle (large)
- 1 oven thermometer (700° F)
- 1 thermometer (reg. 600° F)
- 5 thermometers (reg. C and F)

Pantry

- 2 blankets
- 1 ice cream freezer (2 quarts)
- 20 rolling pins
- 10 potato mashers
- 20 toasters
- 1 pint measure
- 1 quart measure
- 2 steamer kettles
- 1 storage tin for flour
- 1 bean pot
- 2 round white enamel pudding dishes
- 10 pie plates (small)
- 1 storage tin (for sugar)
- 1 tray (black Japan)
- 1 pail for milk (2 quarts)
- skewers
- 6 cake tins (8 in. by 8 in. by 2 in.)
- 6 bread tins (7 in. by 4 1/2 in. by 3 in.)
- 4 muffin sets
- 1 bread raiser tin (10 quarts, 17 1/4 in.)
- 4 dozen biscuit cutters
- 1 butter crock.

For Cleaning

- 1 string mop
- 1 broom
- 1 oil can
- 1 dust pan
- 1 stove apron
- 1 stove mitt
- 1 stove brush

Linen

- 15 dish towels (3/4 yard)
- 15 scrub cloths
- 15 sink towels
- 2 jelly bags
- 20 meat cloths
- 6 oven cloths
- 6 dusters
- 6 glass towels
- 15 dish cloths

Furniture - Kitchen

- 1 hollow square table
- 20 chairs
- 2 chairs
- 1 coal range
- 1 gas range
- 2 sink cupboard and drain boards
- 1 refrigerator

- 1 teacher's table
- 1 supply table
- 1 glass door cupboard

On Wall and Floor

- 2 asbestos mats
- 1 hand basin
- 1 clock
- 1 coal hod
- 1 cup (white enamel)
- 1 pail
- 1 pot scraper
- 1 refrigerator pan
- 1 scrub brush (for sink)
- 1 soap dish
- 2 towel bars
- 1 wastepaper basket
- 1 knife board

Dining Room

- 1 table
- 8 chairs
- 1 side table
- 1/2 dozen teaspoons
- 1/2 dozen forks
- 1/2 dozen dessert spoons
- 3 tablespoons
- 1/2 dozen steel knives

1 carving knife and fork

1 water jug

1 vinegar cruet

1 set dishes (97 pieces)

1 table cloth

1 silence cloth

1 dozen table napkins

APPENDIX B

Summer Session Courses 1914¹Household Science IA. Cooking

Previous to each practical lesson on the cooking and serving of the foods talks will be given on the theory of foods -- their composition, food value and digestion. Special attention to methods of correlating with grade work in the school.

The course includes such subjects as: Fruit; cereals; eggs; beverages; batter and dough mixtures; school and picnic lunches; salads; sandwiches; fish; meat (tough and tender); vegetables and cream soups; puddings (hot and cold); custards; jellies and creams; supper dishes; yeast breads and rolls; table setting and serving; balanced menus; formal luncheon.

Discussion of Rural School conditions and possibilities for work in Household Science subjects.

B. Home Sanitation

Bacteriology of the household; daily routine of housework; care of kitchen; sink; refrigerator; dining room; hygiene of the bedroom.

¹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1914, p. 59.

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Home Nursing - Sick room and patient; disinfectants; emergency aids; demonstration and practice in bandaging; care of wounds and cuts.

Household Art

The principles of sewing. Common stitches as applied to simple garment making and ordinary mending. Practice will be given in making problems suitable for grades in the urban and rural schools. Study and discussion of textiles. Special attention given to methods of teaching and planning courses.

In 1917 for the Special Certificate in Elementary Household Arts the following was required:

	No. of Periods	Length of Periods	Total No. of hours
Household Science I	22 periods	90 minutes	33 hours
Dietetics I	22 periods	90 minutes	33 hours
Household Arts I	22 periods	90 minutes	33 hours
Household Management I	22 periods	90 minutes	33 hours
Household Science II	22 periods	90 minutes	33 hours
Dietetics II	22 periods	90 minutes	33 hours
Household Arts II	22 periods	90 minutes	33 hours
Household Management II	22 periods	90 minutes	33 hours
Total			264 hours

Up to the close of the session of the Summer School in 1917-25 teachers had qualified for the special certificate in Elementary Household Arts. In 1918 the requirements were altered slightly as follows:

Household Science I	22 periods	90 minutes	33 hours
Theory of Foods I	22 periods	45 minutes	16 1/2 hours
Household Arts I	22 periods	90 minutes	33 hours
Textiles	22 periods	45 minutes	16 1/2 hours

Household Management I	22 periods	90 minutes	33 hours
Household Science II	22 periods	90 minutes	33 hours
Theory of Foods II	22 periods	90 minutes	33 hours
Household Art II	22 periods	90 minutes	33 hours
Household Art Methods	22 periods	45 minutes	16 1/2 hours
Household Science Methods	22 periods	45 minutes	16 1/2 hours
Total			264 hours

Number of Teachers Receiving Credit in Household

Arts Courses at Summer Sessions

Subject of Instruction	1913	1914	1915	1916	1917
Household Science	17	39	55	51	47
Dietetics	17	35	55	51	47
Household Management			32	41	24
Household Arts		11	25	28	27
Home Nursing				6	34

Subject of Instruction	1918	1919	1920		
Household Management	5		4		
Home Nursing	17				
Household Arts I	8		10		
Theory of Foods I	13		9		
Household Science I	12		9		
Theory of Foods II	7				
Household Science II	7				

Subject of Instruction	1918	1919	1920		
Household Art II	5				
Household Art Methods	5		(19		
Household Science Methods	6		(
Textiles	11				
Home Planning and Decoration			2		

APPENDIX C

1920

Course of Studies for the Public Schools

Grades I to VIII

Province of Alberta

Department of Education

Household ArtsGrades V and VI

The aim in this course is to give the pupils a broader conception of the problems underlying the work in clothing and textiles, and to encourage an appreciation and respect for the labor involved in making good articles of clothing. A certain measure of skill is also one of the aims, that the pupils may be able to make worth while articles for personal use and others connected with the school, home and community. The work in textiles helps the pupils to choose the proper materials for the purpose intended, and gives them some ability in selecting and caring for their own clothes.

In the Grade V course it is the intention to so link the art and manual training with the household art that problems and projects may be worked conjointly, resulting in a useful article made beautiful, thus illustrating all the principles of art and good workmanship.

The selection of models in this course is such as to cover the elements of sewing. These serve as a medium of instruction and should be such as to interest the pupils and in each case they should have a definite purpose and usefulness.

Service should be the underlying idea in all this work. Correlating or dovetailing the work of the fine and industrial arts enables the boys and girls to work on the same problem. This is desirable, that the continuity of the application of different mediums be not broken.

The course for Grade VI is designed for girls. The making of garments for personal use or making for others is entailed. This involves machine and hand sewing, simple drafting, use of commercial patterns, the design, construction economics and care of simple articles of clothing.

The courses in fine arts and in household art are intended to parallel each other as far as the principles of color and design are concerned. The Household Art classes carry these principles over to the hand or machine work design on the garments.

The textile work in Grades V and VI covers the sources and manufacture of the common fibres, cotton, linen, silk and wool; their characteristics, weave, design, identification, cost, widths, durability and suitability are studied. This knowledge helps us in the right selection of material for the hygienic comfort, style, design and purpose for which the

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material was intended. The pupils are thus able to understand some of the problems of labor conditions and appreciate right wages for workmanship in well-done ready-made articles. This in turn suggests a sympathetic study of some of the ethics of shopping.

In general practice it is usual for the school authorities to supply the material needed for the work in Grade V and for the pupils to supply or pay for their own materials for the work in Grade VI.

Grade V.

1. An introductory lesson on position when serving, equipment for work - box, threading of needles and making knots.
2. Plain stitches and simple decorative stitches -- taught and applied in the making of such articles as a table-mat, jewel-case, hair receiver, bag, napkin-ring, needle-book, book cover, handkerchief-case, blotter corners, letter-case, book marker.
3. Hems -- taught and applied in the making of a duster, doll's sheet, towel, wash-cloth, etc.
4. Plain seams and joining tapes -- taught and applied in making a marble-bag, button-bag, work-bag, book-cover, brush and comb set.
5. Patching and darning including hemmed patch, flannel patch and stocking darning -- taught and applied in

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repairing garments, darning of sweaters and stockings, gloves or mittens.

6. Gathering and stroking gathers, putting on bands -- taught and applied in making a small apron or petticoat.
7. Sewing on buttons and making blind or tape loops -- taught and applied in finishing or repairing simple garments.
8. Knitting and crocheting taught and applied in making an article such as a wash cloth with crocheted edge.

Grade VI

Theory - Napery hem, button holes, tape loops, decorative stitches, hemstitching, use and care of sewing machine.

Garment making -- use of commercial patterns, cutting out and construction work.

Problems - Cooking outfit -- apron, towel and pot holder with covers. Fancy apron (by hand). Mending -- stocking darn. Nightdress or middy.

Textiles - Elementary study of wool and silk fibres and fabrics.

Reference Books for Grades V and VI

Sewing Course - Mary S. Woolman. F.A. Fernald, New York.

Sewing Manual - Prepared and published by the Department of Education, Toronto, Ontario

The Sewing Book - Prepared and published by the Butterick Publishing Co. of New York.

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Hints on Choosing of Textiles - Titsworth, New York State

Agricultural College, Ithaca, New York.

Household Textile Sewing - Bulletin No. 1, The Cornell

Reading Course.

Household Science

Grades VII and VIII

The aim of the course is to teach the art of cooking, to connect the interests of the school and the home, and to elevate the tasks of the home to their proper position of dignity and honour by bringing to them a trained intelligence and a systematized knowledge.

In Grade VII the pupils are expected to form habits of neatness and cleanliness; to acquire system and accuracy in carrying out recipes; to manage simple serving with speed, daintiness and ease; and to perform routine work quickly and without unnecessary noise. They should learn to care for cooking utensils and general kitchen equipment and should acquire an understanding of, and skill in, the usual processes of household laundry work.

In Grade VIII the pupils are expected to acquire independence and self-reliance with reference to the work undertaken and to get some understanding of the nutritive and the economic value of foods. Five of the lessons deal with the planning of simple menus and the preparation, serving and cost of family meals. Four lessons treat of the home care

of the sick, and four lessons are devoted to a consideration of the problems of household management. The work incidental to the cooking should give practice in actual housekeeping.

Outline of Work

Grade VII

1. Principles and practice of each method of cooking -
boiling, simmering, steaming, steeping, toasting,
broiling, and pan-broiling, sautéing, deep fat frying
and baking.
2. Serving simple breakfast.
3. Study of food principles.
4. Fuel foods -
 Starch - cornstarch, vegetables, cereals.
 Sugar - syrup, candy.
 Fats and Oils - animal and vegetable fats.
5. Proteins - meats, fish, milk, cheese, eggs.
6. Flour mixtures and their leavens -- steam, air, soda and
acid, baking powder.
7. Luncheon -- organization, preparation, serving.
8. Laundry -
 Study of laundry equipment and supplies.
 Arrangement and preparation of family washing.
Removal of stains.
 Washing and ironing table linen, white and colored
cotton, woollens.
 Making of soap - demonstrated.

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Laundering white and colored silks, art linen and lace.

Renovating velvet, cleaning gloves.

Grade VIII

A. Cooking

1. Canning and preserving.
2. Salads and salad dressing.
3. Vegetables
4. Pastry
5. Gelatine desserts
6. Bread and rolls
7. Cookies
8. Cake and cake icings
9. Meats and soups
10. Made over dishes
11. Frozen desserts
12. Lunches
13. Serving meals - luncheon, supper, dinner; table setting; balanced menus, computation of costs.

B. Home Nursing

1. The Nurse - personality, appearance, dress.
The Patient - personal care, attention.
2. The sick room - location, furnishing, ventilation, cleaning.

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3. Invalid Cooking - liquid diet, semi-liquid diet, convalescent diet.
4. First Aid
 - (a) Burns, scalds, bruises, frost-bites, etc.
 - (b) Fainting, bleeding, sprains, and other emergencies -- bandaging.

C. House Management

1. Location of house, water supply, sewage, cellar.
2. Daily and weekly care of the house.
3. Personal accounts, simple bookkeeping.
4. Purchasing -- the ethics of shopping.

During 1920 the following amounts of material were purchased by the board and used by the Grade V classes in the city of Calgary.

126 yards gingham
 75 yards flannelette
 37 yards canvas
 119 yards unbleached cotton
 151 yards galaten
 273 spools silkene
 173 spools thread
 29 spools marking cotton
 152 spools knitting cotton
 40 rolls tape
 162 packages needles.¹

¹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1920. p.110.

APPENDIX D

Part III of the Course of Studies for the
Elementary Schools of Alberta1922

Grades I to VIII inclusive

Directive CoursesHousehold Economics

Grades VII and VIII

General Statement

Time spent at school should give the pupils experience which they need to fit them for life outside of school. What are the needs of every girl of to-day? She needs to know the principles governing healthful-living for herself, her family, and the community. In order to live healthfully, a girl should know how to select, prepare and use proper food and clothing. She needs to know about the sanitation of her house, the care of food and clothing, and the care of children and other members of her family. She needs to learn to make plans for daily living to give opportunity for work, recreation, education, wise spending, and saving. All household economics studies, because of the nature of their content, afford the right opportunity for this training of the girl as a member of society.

Aims of Household Economics in Grades VII and VIII

1. To give the girl an appreciation of and sympathy with the problems involved in the conduct of a well regulated home.
2. To give her working principles in food, clothing, sanitation and hygiene, which will enable her to take an active share in home activities.
3. To develop some skill and technique in handling materials and obtaining results.

Scope of Course

To accomplish these results the course in household economics should offer a well rounded body of material. It should not be confined merely to sewing and cooking but should include all the phases of household activities which girls of 13 or 14 years are able to appreciate and perform.

The work should include:

1. Food - Production, selection and marketing, cost, care, preparation and cooking, service.
2. Clothing - Elementary textile study, cost, selection, care, repair and renovation, construction of simple garments.
3. Shelter - Arrangement of furnishings, care of rooms, cleanliness, order, neatness, sanitation.
4. The Family - Simple accounts, home pleasures, hospitality, care of children, invalids.

Time Required

From 2 1/2 to 3 hours a week are required for both VII and VIII, but this time may be given in two periods. Whenever a period is over an hour in length it should include both class discussion and practical work.

Organization of Work

The work of each year is planned as a unit in itself, with a definite subject, aim and purpose. The two years together give a general education, not vocational, in the elementary basic principles of home-making. It is planned to form a complete course in itself for those girls who leave school at the end of Grade VIII and yet to lead up to the work in Household Economics in High School, which will present similar problems of greater difficulty.

The course is organized around a series of problems that are of interest to the girl instead of around a core of stitches and seams in sewing and a group of processes in cooking. The making of a garment of use to the girl is a real problem to her and the stitches and seams are introduced in their natural setting instead of being introduced as abstract problems. The construction of such a garment gives opportunity for textile study in the choice of material, the study of patterns and economical cutting, the hygiene of clothing, including simple laundering and the discussion of comparative cost of home-made and ready-made clothing.

The preparation of a simple meal gives an opportunity to teach not only cooking processes but also equally important phases such as planning of time allowance, cooperation, selection of menu, serving and table manners. Every effort should be made by the teacher to throw as much responsibility as possible on the pupils, especially in class discussion.

Grade VII

In order that every girl may receive the same fundamental training and form good habits of work, it is intended that all problems for this year shall be individual, not group problems. Every girl will make the same garments, or garments involving the same processes. In cooking every girl will cook the same things in individual amounts. Emphasis is placed on the personal needs of the girl in appearance, clothing and food.

Requirements in Subject Matter

I. Personal appearance of a Grade VII girl

1. Care of clothing: Hanging, brushing, folding, removal of spots, darning, mending, laundry work, pressing, simple renovation.
2. Suitable dress for school, gymnasium, housework.

II. Hygiene

1. Health habits: Breathing, sleeping, bathing, eating.
2. Care of hair, nails and teeth.

III. Garment Construction

1. Cooking uniform and bag for carrying: Basting, running, backstitching, combination stitch, over-casting, hemming, gathering, stroking, putting on band, cutting bias, binding, machine stitching, cutting from pattern, chain stitch, outline stitch.
2. Bloomers or drawers: French seams, overhanding, buttonholes, sewing on buttons.

IV. Food for a Grade VII girl

1. Food values.
2. Food preparation: cereals; fruit; vegetables; milk; beverages; quick breads; meat - bacon, chops or steak, baked or boiled fish; eggs.

V. Note book work

Basic recipes

Few notes in brief outline form

Samples of stitches.

Suggestions for Lessons

Lesson 1

Discussion - 15 to 30 minutes

- (a) Care of Clothing. What can a Grade VII girl do to care for her clothes so that she will look well dressed?
- (b) Suitable dress
- (c) Uniform for cooking.

THEORY OF THE EARTH . 71

The theory of the earth is a branch of geology which deals with the origin and development of the earth and its various parts. It is a science which seeks to explain the causes of the various geological phenomena which we observe in nature. The theory of the earth is a branch of geology which deals with the origin and development of the earth and its various parts. It is a science which seeks to explain the causes of the various geological phenomena which we observe in nature.

THEORY OF THE EARTH . 72

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THEORY OF THE EARTH . 73

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THEORY OF THE EARTH . 74

THEORY OF THE EARTH . 75

THEORY OF THE EARTH . 76

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THEORY OF THE EARTH . 77

THEORY OF THE EARTH . 78

Practice

- (a) Make coat hanger out of newspaper.
- (b) Start bag for carrying note-book and uniform.

Discussion of size, shape, material color.

Lesson 2

Discussion - 15 to 30 minutes . Care of clothing reviewed and continued.

Practice

- (a) Brushing clothes.
- (b) Removing spots.
- (c) Sew on bag.
- (d) Start note-book. Discussion of use and importance of note-book.

Lesson 3

Discussion and demonstration - 20 minutes

Care of clothing - pressing.

Practice

- (a) Pressing (part of class)
- (b) Finish bag.
- (c) Start cap.

Lesson 4Practice

- (a) Pressing (part of class)
- (b) Work on cap.
- (c) Start apron (By having two garments to work on, enough handwork is provided to prevent waste of time in waiting for cutting table or sewing machine.)

Lesson 5

Discussion - 15 to 30 minutes

Hygiene - Care of hair.

Practice

- (a) Pressing (Remainder of class)
- (b) Freshening hair ribbons.
- (c) Working on cap and apron.

Lesson 6

Discussion

Hygiene - Habits of sleeping -- time, fresh air, bed clothes.

Practice - Work on cap and apron.

Lesson 7

Discussion

Habits of breathing, sitting.

Practice - Work on cap and apron.

Lesson 8

Discussion

Bathing, care of nails.

Practice - Work on cap and apron.

Lesson 9

Discussion with illustrations

Review and continue - Care of Clothing.

Mending.

Practice

- (a) Mending
- (b) Work on apron.

Lesson 10

Discussion - Mending

Practice

(a) Mending

(b) Work on apron.

Lesson 11

Practice

(a) Mending

(b) Finish apron.

Lesson 12

Discussion - Can a Grade VII girl wash and iron her middy or apron to wear to school?

Practice - Wash white clothes - cap and apron.

Written test

Examination of note books.

Lesson 13

Final preparation for cooking

Iron cap and apron.

Examination and marking of uniform.

Discussion - Food values. What foods will help give bright eyes, clear skin, rosy cheeks, and strong teeth?

Lesson 14

Cooking

(a) One cereal

(b) Stewed fruit

Discussion

- (a) Foods that help build strong teeth.
- (b) Care of teeth.

Housewifery

- (a) Method of washing dishes.
- (b) Order of equipment.

Lesson 15Cooking

- (a) Another kind of cereal.
- (b) Baked apple or apple sauce.

Discussion - Habits of eating.

Housewifery - Care of towels.

Lesson 16

Discussion - Construction of coal range.

Housewifery - Building fire.

Cooking

- (a) Potatoes - one or two methods.
- (b) One other vegetable.

Lesson 17Discussion

- (a) Combustion in range.
- (b) Oxidation in body.

Housewifery - Build and control fire.

Cooking

- (a) Potatoes, one method
- (b) One other vegetable.
- (c) One beverage.

Lesson 18Housewifery

- (a) Control of oven temperature.
- (b) Cleaning knives.

Cooking

- (a) Muffins.
- (b) One beverage.

Lesson 19

Short test on range, dishwashing and care of towels.
(Both written and practical).

Cooking

- (a) Biscuits
- (b) One beverage

Housewifery - Cleaning range.

Lesson 20Cooking

- (a) Toast
- (b) Bacon

Housewifery - Table setting

Discussion

- (a) Table manners
- (b) Plan breakfasts
 - (1) Suitable dishes in season
 - (2) Cost
 - (3) Time for preparation.

Lesson 21

Prepare breakfast for a Grade VII girl.

Examination of note-books.

Lesson 22Cooking

Milk dishes (cream soups, milk toast, cornstarch pudding, custard)

Discussion - importance of milk in the diet.

Lesson 23Cooking

Eggs and Egg Dishes (This lesson should come the last in March when eggs are cheap. If eggs are high give lesson later).

Discussion

(a) Cost of food. Foods in season.

(b) Plan luncheons - suitable dishes, cost, time.

Lesson 24Cooking and Serving

Luncheon for a Grade VII girl.

Discussion - What should a grade VII girl have in her lunch box if she carries her lunch?

Lesson 25

Prepare lunch boxes

Discussion

Plan dinners.

1911

1. The first of the year was a very successful one.
The weather was very good and the crops were very good.

1912

1913

The second of the year was a very successful one.
The weather was very good and the crops were very good.

The third of the year was a very successful one.
The weather was very good and the crops were very good.

1914

1915

The fourth of the year was a very successful one.
The weather was very good and the crops were very good.

1916

The fifth of the year was a very successful one.
The weather was very good and the crops were very good.

The sixth of the year was a very successful one.
The weather was very good and the crops were very good.

1917

1918

The seventh of the year was a very successful one.
The weather was very good and the crops were very good.

The eighth of the year was a very successful one.
The weather was very good and the crops were very good.

1919

1920

1921

1922

Lesson 26Cooking

- (a) Chops or steak
- (b) Simple desserts.

Test.

Lesson 27

Prepare dinner (Baked or boiled fish).

Lesson 28

Garment Construction. Bloomers or drawers.

Examine models shown by teacher.

Examine samples of materials.

Discussion - Materials, cost, patterns, amount, processes.

Demonstration in cutting.

Lesson 29

Cut and start bloomers.

Laundry work. Removing stains from table linen.

Lesson 30

Work on bloomers

Washing table linen.

Lesson 31

Work on bloomers

Ironing table linen. Folding. Airing.

Lesson 32

Work on bloomers

Discussion - Is it better to make bloomers or to buy them ready made?

1. Introduction

2. Objectives

3. Methodology

4. Results

5. Discussion

6. Conclusion

7. References

8. Appendix

9. Bibliography

10. Glossary

11. Acknowledgements

12. Index

13. Summary

14. Abstract

15. Introduction

16. Objectives

17. Methodology

18. Results

19. Discussion

20. Conclusion

21. References

22. Appendix

23. Bibliography

24. Glossary

25. Acknowledgements

26. Index

Lesson 33

Work on bloomers

Examination of note books.

Lesson 34

Test

Preparation and serving of refreshments to boys of class and teachers.

Grade VIII

The problem for this year is intended to develop the spirit of cooperation, initiative, leadership and judgment of values, as well as skill and technique in workmanship. There will be group work in preparation and serving of meals and care of rooms. All cooking will be done in quantities sufficient for an average family. Special attention will be given to suitable combination and economy. The work this year emphasizes the place and responsibility of the girl in the family.

Requirements in Subject MatterI. Feeding the Family

1. Meals for average families with average and low incomes. Plan meals, Market, cook and serve.
2. Special food for babies, young children and invalids.
3. Canning and preserving.

II. Clothing the Family

1. Proportion of income for clothing.
2. Home-made versus ready-made clothes.
3. Clothing construction.
 - (a) One or two articles of use in the house.
 Towel (unless made in Grade VII), pillow slips,
 table napkins.
 Problem to involve overhanding, napery hem, and
 some decoration.
 - (b) Kimona, nightgown for self or some member of
 the family.
 Practice in cutting and machine work.
 Flat felled seams.
 Handwork in trimming.
 - (c) Articles for some other member of family.
 Tea apron - fine hemming, sewing on lace,
 putting on band, button and buttonhole.
 Gift - preferably linen or silk.
4. Care of clothing
 - (a) Storing winter clothing
 - (b) Laundry work - colored clothes, woollens.

III. Study of Home Problems

1. Making home attractive: cleanliness, order, neat-
 ness, care of rooms, choice and arrangement of
 furniture, cooperation and helpfulness.

2. Home pleasures: Reading, music, sewing or knitting.
3. Hospitality.
4. Special holidays, picnics, birthdays, etc.
5. Planning and division of time, money, care, labor and responsibility.

Suggestions for Lessons

Foods for the Family

Lesson 1

Discussion

If a family of four has \$40.00 a month to spend for food, plan the best meals possible for this amount. Best, means best tasting and also best in other ways. Review Grade VII work on food requirements. Cost of food may be reduced by canning vegetables from gardens and fruits in season.

Note-Book - Importance of good note-book. Few notes but neat, orderly, valuable. This note-book should be continued in Grade IX.

Lessons 2,3,4

Canning and Preserving.

Lesson 5

From plans made in Lesson I, prepare and serve a breakfast for family. (Groups of four.) Review table setting and table manners.

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Lesson 6

Prepare and serve dinner.

Lesson 7

Prepare and serve supper.

Lesson 8

Discussion - Needs of another family with different income. This family has two very small children, one and three years.

Food for babies and young children.

Practice - Prepare special dishes for babies and children.

Lesson 9

Plan one day's meals for family. Make market list for buying provisions. Prepare breakfast.

Lesson 10

Market for dinner.

Prepare and serve dinner.

Lesson 11

Market for supper.

Prepare and serve supper.

Discussion or debate: - "Home-made bread versus bakers' bread."

Lesson 12

Bread making. Examination of note-books.

Lesson 13

Bread Making.

Test.

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Lesson 14

Discussion - Needs of another imaginary family where there is a sick person.

Practice - Liquid diet. Home nursing. Bed making.

Lesson 15

Soft diet and convalescent diet. Home nursing. Common emergencies.

Lesson 16

Preparation of trays.

Lesson 17

Discussion - Needs of another family of very small income.

Practice - Prepare breakfast (one-half class). Prepare lunch (other half of class).

Lesson 18

Prepare dinner or plan and prepare a basket for "Sunshine."

Clothing for the FamilyLesson 19

Discussion - Proportion of income for clothing. Home-made versus ready-made clothes.

Sewing or knitting as a duty; as a pleasure.

Examination of models shown by teacher.

Examination of samples of materials for nightgown.

Comparison of price, width, durability.

Measure and find amount of material required.

Discussion of shopping etiquette.

Note-book requirements.

Start small sewing or tea apron.

Lesson 20

Review Grade VII work in sewing.

Cut nightgown.

Work on apron.

(Having two garments to sew will prevent waste of time in waiting for cutting table and for sewing machine.)

Lesson 21

Baste and start flat felled seams in nightgown.

Work on apron.

Lesson 22

Finish seams.

Work on apron.

Lesson 23

Continue work on nightgown and finish apron.

Lesson 24

Discussion - Helping mother with care of clothing.

Practice - Darning, mending, lengthening skirt or similar problems. Work on nightgown.

Lesson 25

Continue problem in repairing clothes. Finish nightgown.

Wash colored clothes.

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Lesson 26

Finish problem in repairing.

Iron colored clothing.

Discussion and Demonstration - Storing winter clothes.

Lesson 27

Wash woollens such as stockings, mitts, scarves, caps, babies' clothes.

Start article for home use, preferably pillow slip.

Lesson 28

Work on household article.

Examination of note-books.

Lesson 29

Work on household article.

Start second article, preferably table napkin.

Test.

Shelter for the FamilyLesson 30

Discussion - The house we live in.

Debate: "Renting versus owning a home."

Work on household article.

Lesson 31

Discussion-- Choice and arrangement of furniture.

Examination of pictures and advertisements. Visit a furniture store if possible. Work on household article.

Section 1

First paragraph of text.

Section 2

Second paragraph of text.

Section 3

Third paragraph of text.

Section 4

Fourth paragraph of text.

Section 5

Fifth paragraph of text.

Section 6

Sixth paragraph of text.

Lesson 32

Discussion - Care of various rooms. Cooperation and division of labor between members of family. Practice in care of bedroom. Bedmaking.

Lesson 33

Discussion and practice in care of kitchen and bathroom. Sanitation, ventilation, effect of direct sunlight, water supply, sewage removal.
Hospitality and courtesy.

Lesson 34

Prepare and serve luncheon to mothers, teachers or other guests.

Lesson 35

Prepare picnic lunch.

APPENDIX E

High School Subjects of Study, 1924

<u>Group A</u>	<u>Group B</u>
English 1	English 2
General Science 1	History 2
Algebra 1	Algebra 2
Art 1	French 1 or 2
History 1	German 1 or 2
French 1	Latin 1 or 2
German 1	Greek 1 or 2
Latin 1	Agriculture 1
Greek 1	Geometry 1 or 2
Geometry 1	Bookkeeping 1 or 2
Bookkeeping 1	Manual Training 2
Manual Training 1	Physics 1
Household Economics 1	Household Economics 2
Physical Education 1(a)	Physical Education 1(b)
Music 1(a)	Music 1(b)
<u>Group C</u>	<u>Group D</u>
English 3	English 4
History and Economics 3	History 4
Chemistry 1	Algebra 3
Arithmetic 1	Geometry 3
Geography 1	Trigonometry 1

1. Introduction

2. Methodology

2.1. Data Collection	2.2. Data Analysis
2.1.1. Data Source	2.2.1. Data Preprocessing
2.1.2. Data Sampling	2.2.2. Feature Extraction
2.1.3. Data Cleaning	2.2.3. Model Training
2.1.4. Data Partitioning	2.2.4. Model Evaluation
2.1.5. Data Annotation	2.2.5. Model Deployment
2.1.6. Data Storage	2.2.6. Model Monitoring
2.1.7. Data Security	2.2.7. Model Maintenance
2.1.8. Data Privacy	2.2.8. Model Updates
2.1.9. Data Compliance	2.2.9. Model Archiving
2.1.10. Data Governance	2.2.10. Model Retirement
2.1.11. Data Lifecycle	2.2.11. Model Documentation
2.1.12. Data Audit	2.2.12. Model Transparency
2.1.13. Data Accountability	2.2.13. Model Explainability
2.1.14. Data Responsibility	2.2.14. Model Fairness
2.1.15. Data Ethics	2.2.15. Model Bias Mitigation
2.1.16. Data Inclusion	2.2.16. Model Diversity
2.1.17. Data Exclusion	2.2.17. Model Robustness
2.1.18. Data Access	2.2.18. Model Scalability
2.1.19. Data Distribution	2.2.19. Model Portability
2.1.20. Data Interoperability	2.2.20. Model Compatibility
2.1.21. Data Integration	2.2.21. Model Interoperability
2.1.22. Data Collaboration	2.2.22. Model Cooperation
2.1.23. Data Sharing	2.2.23. Model Collaboration
2.1.24. Data Exchange	2.2.24. Model Interaction
2.1.25. Data Transfer	2.2.25. Model Communication
2.1.26. Data Movement	2.2.26. Model Coordination
2.1.27. Data Migration	2.2.27. Model Synchronization
2.1.28. Data Replication	2.2.28. Model Consistency
2.1.29. Data Backup	2.2.29. Model Availability
2.1.30. Data Recovery	2.2.30. Model Reliability
2.1.31. Data Archiving	2.2.31. Model Durability
2.1.32. Data Restoration	2.2.32. Model Integrity
2.1.33. Data Preservation	2.2.33. Model Authenticity
2.1.34. Data Protection	2.2.34. Model Confidentiality
2.1.35. Data Security	2.2.35. Model Privacy
2.1.36. Data Privacy	2.2.36. Model Transparency
2.1.37. Data Compliance	2.2.37. Model Accountability
2.1.38. Data Governance	2.2.38. Model Responsibility
2.1.39. Data Lifecycle	2.2.39. Model Ethics
2.1.40. Data Audit	2.2.40. Model Inclusion
2.1.41. Data Accountability	2.2.41. Model Exclusion
2.1.42. Data Responsibility	2.2.42. Model Access
2.1.43. Data Ethics	2.2.43. Model Distribution
2.1.44. Data Inclusion	2.2.44. Model Exchange
2.1.45. Data Exclusion	2.2.45. Model Transfer
2.1.46. Data Access	2.2.46. Model Movement
2.1.47. Data Distribution	2.2.47. Model Migration
2.1.48. Data Interoperability	2.2.48. Model Replication
2.1.49. Data Integration	2.2.49. Model Backup
2.1.50. Data Collaboration	2.2.50. Model Recovery
2.1.51. Data Sharing	2.2.51. Model Archiving
2.1.52. Data Exchange	2.2.52. Model Restoration
2.1.53. Data Transfer	2.2.53. Model Preservation
2.1.54. Data Movement	2.2.54. Model Protection
2.1.55. Data Migration	2.2.55. Model Security
2.1.56. Data Replication	2.2.56. Model Privacy
2.1.57. Data Backup	2.2.57. Model Compliance
2.1.58. Data Recovery	2.2.58. Model Governance
2.1.59. Data Archiving	2.2.59. Model Lifecycle
2.1.60. Data Restoration	2.2.60. Model Audit
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2.1.62. Data Protection	2.2.62. Model Responsibility
2.1.63. Data Security	2.2.63. Model Ethics
2.1.64. Data Privacy	2.2.64. Model Inclusion
2.1.65. Data Compliance	2.2.65. Model Exclusion
2.1.66. Data Governance	2.2.66. Model Access
2.1.67. Data Lifecycle	2.2.67. Model Distribution
2.1.68. Data Audit	2.2.68. Model Exchange
2.1.69. Data Accountability	2.2.69. Model Transfer
2.1.70. Data Responsibility	2.2.70. Model Movement
2.1.71. Data Ethics	2.2.71. Model Migration
2.1.72. Data Inclusion	2.2.72. Model Replication
2.1.73. Data Exclusion	2.2.73. Model Backup
2.1.74. Data Access	2.2.74. Model Recovery
2.1.75. Data Distribution	2.2.75. Model Archiving
2.1.76. Data Interoperability	2.2.76. Model Restoration
2.1.77. Data Integration	2.2.77. Model Preservation
2.1.78. Data Collaboration	2.2.78. Model Protection
2.1.79. Data Sharing	2.2.79. Model Security
2.1.80. Data Exchange	2.2.80. Model Privacy
2.1.81. Data Transfer	2.2.81. Model Compliance
2.1.82. Data Movement	2.2.82. Model Governance
2.1.83. Data Migration	2.2.83. Model Lifecycle
2.1.84. Data Replication	2.2.84. Model Audit
2.1.85. Data Backup	2.2.85. Model Accountability
2.1.86. Data Recovery	2.2.86. Model Responsibility
2.1.87. Data Archiving	2.2.87. Model Ethics
2.1.88. Data Restoration	2.2.88. Model Inclusion
2.1.89. Data Preservation	2.2.89. Model Exclusion
2.1.90. Data Protection	2.2.90. Model Access
2.1.91. Data Security	2.2.91. Model Distribution
2.1.92. Data Privacy	2.2.92. Model Exchange
2.1.93. Data Compliance	2.2.93. Model Transfer
2.1.94. Data Governance	2.2.94. Model Movement
2.1.95. Data Lifecycle	2.2.95. Model Migration
2.1.96. Data Audit	2.2.96. Model Replication
2.1.97. Data Accountability	2.2.97. Model Backup
2.1.98. Data Responsibility	2.2.98. Model Recovery
2.1.99. Data Ethics	2.2.99. Model Archiving
2.1.100. Data Inclusion	2.2.100. Model Restoration

Group C (cont.)

Agriculture 2

Art 2

French 2

German 2

Latin 2

Greek 2

Physical Education 1(c)

Music 1(c)

(Group D (cont.))

Physics 2

Biology 1

Chemistry 2

French 3

German 3

Latin 3

Physical Education 2

Music 2

The Requirements were as follows:

I Normal Entrance (Second Class) non-professional.

(a) Required Subjects

Group A: English 1

General Science 1

Algebra 1

Art 1

Geometry 1

Physical Education 1(a)

Group B: English 2

History 2

Agriculture 1 or Physics 1

Physical Education 1(b)

Group C: English 3
History and Economics 3
Agriculture 2 or Chemistry 1
Arithmetic 1
Geography 1
Physical Education 1(c)

Elective Subjects

One unit of work to be chosen from Group A and the other four from Groups B and C.

II Normal Entrance (First Class) non-professional.

(a) Second class non-professional standing as detailed above.

(b) Required subjects:

English 4

Physical Education 2

(c) Elective subjects: Six units to be chosen from Group D.

APPENDIX F

Curricula - Alberta High Schools

For the year ending June 30, 1928.

Edmonton

Regulations of the Department of Education

Relating to Programme of Studies

Printed by W.D. McLean, Acting King's Printer, 1927.

Normal Entrance

First Year	Second Year	Third Year
English (2 units)	English (2 units)	English (2 units)
General Science	Art or Geometry 1	History and
Algebra	History	Economics
Geometry or Art	Agriculture or	Agriculture 2
History	Physics	or Chemistry
		*Geography (if not
		taken in second
		year.)
6 units	6 units	6 units
<u>Physical Education</u>	<u>Physical Education</u>	<u>Physical Education</u>

<p>In schools where the languages are taught one of the following should be taken:</p> <p>Latin</p> <p>French</p> <p>German</p> <p>Greek</p>	<p>Any two of the following:</p> <p>Physics or</p> <p>Agriculture</p> <p>Algebra</p> <p>Geometry</p> <p>Latin</p> <p>Greek</p> <p>French</p> <p>German</p> <p>Manual Training</p> <p>Household</p> <p>Economics</p> <p>German</p>	<p>Any two of the following:</p> <p>Algebra</p> <p>Art</p> <p>Geometry</p> <p>Chemistry or</p> <p>Agriculture</p> <p>Latin</p> <p>Greek</p> <p>German</p> <p>French</p> <p>Music</p> <p>Manual Training</p> <p>Household</p> <p>Economics</p>
Agricultural		
First Year	Second Year	Third Year
<p>English (2 units)</p> <p>General Science</p> <p>Algebra</p> <p>Geometry</p> <p>5 units</p>	<p>English (2 units)</p> <p>History</p> <p>Physics</p> <p>Agriculture</p> <p>5 units</p>	<p>English (2 units)</p> <p>History and</p> <p>Economics</p> <p>Chemistry</p> <p>Agriculture</p> <p>Arithmetic</p> <p>6 units</p>

Physical Education	Physical Education	Physical Education
Any one of the following: Latin French German Greek History Manual Training Household Economics Music	Any two of the following: Art Algebra Geometry Latin Greek French German Bookkeeping Household Economics Music	Any two of the following: Art Geography Algebra Geometry Latin French German Greek Music
Technical		
First Year	Second Year	Third Year
English (2 units) General Science Algebra Geometry 5 units	English (2 units) History Geometry Physics French or German 6 units	English (2 units) History Arithmetic Algebra French or German 6 units

Physical Education	Physical Education	Physical Education
<p>Any two units of shopwork chosen from the following:</p> <p>Forge work.</p> <p>Pattern Work and Foundry</p> <p>Printing</p> <p>Drawing and Design</p> <p>Household Economics</p>	<p>Any one unit of shopwork to be chosen from:</p> <p>Carpentry or Cabinet Work</p> <p>Machine Shop</p> <p>Printing</p> <p>Drawing and Design</p> <p>Foods and Nutrition</p> <p>Millinery and Dressmaking</p>	<p>And one of the following:</p> <p>Chemistry</p> <p>Geography</p> <p>German or French</p> <p>Latin</p> <p>Shopwork - Choice of,</p> <p>Carpentry</p> <p>Cabinet Work</p> <p>Forge Shop</p> <p>Motor Mechanics</p> <p>Machine Shop</p> <p>Electrical Shop</p> <p>Printing</p> <p>Design and Craft Work</p> <p>Home Management</p> <p>Millinery or Dressmaking</p>

1927General Course

This is designed to give the student the widest choice in making up his programme.

Physical Education and two years of English are the only required subjects. At least six of the twenty-one required units must be chosen from the subjects of the Third and Fourth years. The remaining eleven units may be chosen as desired.

1927

p.4 All candidates who have qualified for Grade IX standing under the old curriculum will be considered as having credit in English 1, History 1, Algebra 1, Geometry 1 and General Science 1.

APPENDIX G

Handbook for Secondary Schools, Alberta
Authorized by the Department of Education, Edmonton
W. D. McLean, Acting King's Printer
1927

Same course for 1925 - pages 106 to 107 and for 1930 - pages 86 to 89.

Household Economics I

Time: Approximately three hours per week -- one hour for discussion, and two hours for laboratory work.

Length of term: 10 months. Half term, 5 months.

A. First half of term - Foods and Nutrition.

B. Second half of term - Clothing.

p. 100

A. Foods and NutritionI. Discussion Periods

1. Preservation of foods. Keeping qualities. Study of storage systems.
2. Sanitation of food. Milk supply. Foods exposed on market, etc.
3. Food principles. Caloric value of common foods, visualized in ordinary serving amounts, in order to approximate meal values quickly.
4. Selection of foods for children and adults.

CHAPTER I

THE first part of the book is devoted to a general survey of the subject, and to a discussion of the various methods which have been employed for its study. It is in this part that the reader will find the most important results of the researches of other writers on the subject.

SECTION I

THE first part of the book is devoted to a general survey of the subject, and to a discussion of the various methods which have been employed for its study. It is in this part that the reader will find the most important results of the researches of other writers on the subject.

SECTION II

THE second part of the book is devoted to a detailed examination of the various methods which have been employed for the study of the subject. It is in this part that the reader will find the most important results of the researches of other writers on the subject.

SECTION III

THE third part of the book is devoted to a detailed examination of the various methods which have been employed for the study of the subject. It is in this part that the reader will find the most important results of the researches of other writers on the subject.

5. Food requirements.
6. Budgets for food.
7. Organization of work.
8. Care of kitchen equipment.

II. Laboratory Work

1. Canning Fruit -- cold pack and open kettle methods.
2. Canning Vegetables -- cold pack method.
3. Pickling.
4. Jelly making.
5. Breakfast dishes -- cereals, quickbreads, eggs, dried fruits, beverages.
6. Planning and preparing breakfasts for a family of adults and children, doing at least part of the marketing.
7. Luncheon or supper dishes -- cream soups, salads, scallops, cheese and fish dishes, fresh fruits and cake.
8. Planning and preparing suppers or luncheons for families of adults and children, doing at least some of the marketing.

p. 101

B. Clothing

I. Discussion Periods

1. Study of cotton and linen fibres.

1. The first part of the report...

2. The second part of the report...

3. The third part of the report...

4. The fourth part of the report...

5. The fifth part of the report...

1. The first part of the report...

2. The second part of the report...

3. The third part of the report...

4. The fourth part of the report...

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11. The eleventh part of the report...

12. The twelfth part of the report...

13. The thirteenth part of the report...

14. The fourteenth part of the report...

15. The fifteenth part of the report...

16. The sixteenth part of the report...

17. The seventeenth part of the report...

18. The eighteenth part of the report...

19. The nineteenth part of the report...

- (a) Source
 - (b) Physical characteristics
 - (c) Manufacturing processes -- Common weaves, wearing qualities, etc.
Methods of dyeing and printing.
Finishing processes -- weighting, dressing, etc.
Adulterations and household tests for detecting presence of substitute fibres.
2. Study of cotton and linen fabrics -- names, widths, prices, color tests, quality , etc.
 3. Costume design -- line, color, style.
 4. Care of clothing.
 5. Planning of clothing budgets.
 6. Removal of stains.

Home Projects Suggested

Renovating and remodeling of clothes for one's self or another member of the family.

Care of linen closet. Care of family linen.

Planning one's wardrobe for the year.

Selection and making of drapes or curtains for one's room or making more attractive any other room in the house.

II. Laboratory Periods

1. Use and care of sewing machine.
2. Use of commercial patterns -- selection and alteration.

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3. Cutting, fitting and finishing garments to include the following:

- (a) Common seams -- French and fell.
- (b) Common hems -- straight, faced, French.
- (c) Plackets -- bound, bound and faced, hemmed.
- (d) Sewing on lace and embroidery.
- (e) Putting in sleeves.
- (f) Making button holes and sewing on buttons.
- (g) Mending cottons and linens.
- (h) Applied design.

Suggested Problems Using Cottons and Linens

- 1. Handling of cotton materials -- one undergarment.
- 2. Handling of linen material -- one household article involving applied design.
- 3. Mending of cotton and linen.
- 4. Child's garment, made over from an adults garment.
- 5. Cotton dress or middy.

Household Economics II

Time: Approximately three hours per week -- one hour for discussion, and two hours for laboratory work.

- A. First half of term -- Clothing
- B. Second half of term -- Nutrition.

p. 102

A. Clothing

I. Discussion Periods

- 1. Choice of Materials.

- 1. The first part of the report is devoted to a general survey of the situation in the country.
- 2. The second part contains a detailed analysis of the economic situation.
- 3. The third part deals with the social and cultural aspects of the situation.
- 4. The fourth part discusses the political situation and the role of the government.
- 5. The fifth part contains conclusions and recommendations.
- 6. The sixth part is a summary of the main findings of the report.
- 7. The seventh part is a list of references.
- 8. The eighth part is an appendix containing additional data.
- 9. The ninth part is a list of abbreviations.
- 10. The tenth part is a list of symbols.

- 1. The first part of the report is devoted to a general survey of the situation in the country.
- 2. The second part contains a detailed analysis of the economic situation.
- 3. The third part deals with the social and cultural aspects of the situation.
- 4. The fourth part discusses the political situation and the role of the government.
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- 4. The fourth part discusses the political situation and the role of the government.
- 5. The fifth part contains conclusions and recommendations.
- 6. The sixth part is a summary of the main findings of the report.
- 7. The seventh part is a list of references.
- 8. The eighth part is an appendix containing additional data.
- 9. The ninth part is a list of abbreviations.
- 10. The tenth part is a list of symbols.

2. Costume design in relation to garments made.
3. Study of silk and wool fibres.
 - (a) Origin. Physical Characteristics.
 - (b) Manufacturing processes -- Common weaves --
wearing qualities.
Methods of dyeing and printing.
Finishing processes, weighing, dressing, etc.
Adulterations, and household tests for detecting
presence of substitute fibres.
4. Study of silk and wool fabrics -- names, widths,
prices, color tests and quality tests.
5. Laundry methods for silk and wool -- effects of
soaps and washing powders.
6. Study of laces and embroideries.
7. Care of clothing.
8. Clothing budgets.

II. Laboratory Work

1. Handling of wool material -- making of a wool skirt
or simple dress.
2. Handling of silk material -- silk smock or blouse.
3. Problem involving applied design, using some decorative
stitch etc.
4. Mending of wool and silk.
5. Thrift problem: Cutting, fitting and finishing
garments to include the following problems: Seams,
hems, plackets, and button holes for woolen and silk
fabrics.

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B. Nutrition

I. Discussion Periods

1. Review of food principles.
2. Review of food digestion, and digestion of various foods absorption and assimilation.
3. Relation of diet to health and disease -- brief survey of recent discoveries in vitamins, prevention of rickets, etc.
4. Invalid cookery -- fuel values, etc.
5. Dietaries for different types of people.
6. Study of commercial food products -- butter, milk, eggsubstitutes, flour, etc.
7. Time and labor saving devices.

II. Laboratory Work

p.103

1. Review of work of first year in meal planning, values, etc.
2. Dinner dishes -- stock soups, meats, vegetables and salads, puddings, pastry, ices, gelatine dishes, bread.
3. Planning, marketing, preparing, and serving dinners for families of adults and children.
4. Meals for infants.
5. Invalid cookery, dietaries, etc.
6. Cooking for special occasions -- menus for larger quantities.

CHAPTER 1

1.1. Introduction

- 1.1.1. The purpose of this chapter is to provide a general overview of the subject matter.
- 1.1.2. The chapter is divided into several sections, each dealing with a specific aspect of the topic.
- 1.1.3. The first section discusses the historical background of the subject.
- 1.1.4. The second section describes the current state of research in the field.
- 1.1.5. The third section outlines the objectives of the study.
- 1.1.6. The fourth section presents the methodology used in the research.
- 1.1.7. The fifth section discusses the results of the study.
- 1.1.8. The sixth section provides a conclusion and suggests areas for further research.

1.2. Objectives

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- 1.2.1. The first objective is to identify the key factors influencing the process.
- 1.2.2. The second objective is to analyze the relationship between these factors.
- 1.2.3. The third objective is to develop a model that explains the observed phenomena.
- 1.2.4. The fourth objective is to validate the model using experimental data.
- 1.2.5. The fifth objective is to apply the model to real-world situations.
- 1.2.6. The sixth objective is to evaluate the effectiveness of the proposed solution.
- 1.2.7. The seventh objective is to draw conclusions from the findings.
- 1.2.8. The eighth objective is to provide recommendations for future work.

APPENDIX H

Two-Year Course Outline for
Technical High Schools, 1929

First Year

Required units: English, composition, literature as in
Academic Course.

General Mathematics 1

General Science 1

Optional Units: Woodwork 1

Metal Work 1

Drawing and Design 1

Electricity 1

Motor Mechanics 1

Household Economics 1.

Note: Household Economics 1 included

(1) Elementary nutrition and foods

(2) Laundry

(3) Home nursing; Sewing and Elementary Dressmaking.

Of the optional units all students were to select drawing and design, while the boys would choose two from woodwork, metal work, electricity and motor mechanics. The girls on the other hand would select household economics, sewing and elementary dressmaking.

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Second Year

Required Units: English Composition 2, Literature 2, as in Academic course.

Industrial History 1

General Mathematics 2

General Science 2

Optional Units: Carpentry 1

Cabinet Work 1

Metal work 2

Electricity 2

Motor Mechanics 2

Drawing and Design 2

Household Economics 2

(1) Nutrition and Foods

(2) Home Management

Dressmaking.

In the second year boys will take drawing and design and any other two of the optional units, while the girls will take Drawing and Design 2, Household Economics 2 and Dressmaking.

Credits were to be granted students in technical schools on attainment similar to that in the regular academics.

Third Year Outlines for Technical High Schools, 1930¹

- (a) English, Literature 3 and Composition 3 as in Academic Courses
- (b) History 3 - Canadian History, Civics and Elementary Economics as in Academic Courses.
- (c) Geography 1 as in Academic courses.

Required for Girls

Chemistry for Technical Schools 1

Physiology and Hygiene

Optional Units

One to be chosen by both boys and girls from the following:

Electricity 3

Metal 3

Motor Mechanics 3

Building Construction 1

Clothing 1

Foods and Dietetics 1

Industrial Art 1.

¹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1930, p. 17.

APPENDIX I

Programme of Studies for theIntermediate School

Grades VII, VIII, and IX

1936

Province of Alberta

(Same course reprinted in 1940 - pages 216 - 226)

Home Economics as a subject of study in the Intermediate School is justified in the light of modern research in education. It aims to educate by directing the mind of the child to ideas connected with the home, and by giving knowledge and experiences of a useful nature related to home duties. Although it may be classed as a manual subject of a practical nature, it has high value in mental training.

No subject on the curriculum has greater possibilities for correlation than has home economics. Interests in a class study can be directed to a library where additional stories on interesting topics raised in the lessons may be secured. Calculations of qualities and values afford opportunities for tying the work in with arithmetic. The artistic sense finds an outlet in the exercises of the kitchen or of the sewing room. Home Economics can be made a gathering ground for working over and vitalizing much useful information, gleaned in the other classes of the school particularly in social studies and in science.

Elaborate equipment is not essential. If a sewing machine, a table, a cooking stove with an oven and some utensils are available good work may be done under a competent teacher. Care should be taken to give a maximum amount of manipulative experience and not to spend too much time in discussion without work. Special care should be taken not to make the subject a lecture course or a book study procedure. While a certain amount of book knowledge may be necessary, the most important aspect in this work is found in the doing of things.

This programme is built upon a 36-week-year plan. In Grade VII it is recommended that the afternoon period be used where possible, the morning half-day being given to Grade VIII. The Grade VII programme is planned for 2 1/2 hours per week and the Grade VIII programme for 3 hours per week. It is not necessary in these classes to make allowance for recess time. The work of the class allows such a variety of class activity that the release of the class for free play is really not necessary.

The following is an analysis of the courses with a suggested allotment of time.

Grade VII

Sewing - 16 weeks

Foods - 16 weeks

Laundry - 4 weeks

Grade VIII

Sewing - 16 weeks

Food - 16 weeks

Social and Family

Relationships - 4 weeks

Grade IX

Clothing and Textiles - 14 weeks

Foods - 14 weeks

Social and Family Relationships - 4 weeks

Home Management - 4 weeks

This schedule does not mean that the topics are to be treated in the order given; it refers only to the approximate time allotment for each. The teacher may arrange to discuss the problems of social and family relationships incidentally as convenience or other factors may determine.

In some schools it may be necessary to combine grades in order to get a class large enough to use the teacher's time economically. The course lends itself to this arrangement. When grades are combined, the teacher should select carefully the projects of greatest interest and value to the students.

There are no minimum requirements for shop projects. The weaker students may not achieve so much as the more capable, but they may, however, make greater relative progress. All students should be employed to the maximum of their capabilities.

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The abler students may act as tutors. Such tuition will help the student who gives it as well as the one who receives it.

The teacher will be the judge respecting the type of assignment that each student should take. Assignments are to be graded, not only with reference to the achievement of the student, but also to her capacity. The teacher must therefore accept a considerable burden of responsibility but by so doing he will have greater freedom in developing the individuality of the pupil.

A carefully kept note book is essential for each pupil but care must be taken to avoid too much stress on mere taking notes. This book should contain the recipes and dictated or printed material given to the pupils from time to time. Samples of work in textiles, color schemes, pictures, clippings, are properly included. This book should be available for the inspector, who will give it major attention in evaluating the work of the pupil and of the class during the year. A daily record, or log, should be kept in a separate section of the note book.

The school should provide a reference library that is readily accessible to all the students. Frequent assignments should be made calling for the use of this library. A bibliography of suitable books is given below.

Textbook for pupils - British Columbia Manual of Foods, Nutrition and Home Management.

N.B. A Manual of Family Sewing Machines, together with a set of illustrative charts will be furnished free to schools by the Singer Sewing Machine Company.

Reference Books for Teachers

Homemaking - An Integrated Teaching Programme - Herrington:
(Appleton-Century)

Textile Fabrics - Dyer (Houghton-Mifflin)

Feeding the Family - Rose (Macmillan)

Your Home and Family - Groves and Ott (Little, Brown and Co.)

Healthful Living - Williams (Macmillan)

Books for the Classroom Library

Fundamentals of Home Economics - Jensen, Ziller and Jensen
(Macmillan)

A Girl's Problem in Home Economics - Trelling and Williams

Elementary Home Economics - Matthews, (Little, Brown and Co.)

Junior Home Economics Units - Friend and Saultz (Appleton)

Junior Home Economics - Dean and Middleton (Ryerson)

The Girl Today, The Woman Tomorrow - Hunter (Allyn and Bacon)

Everyday Manners (Macmillan)

Good Neighbors - Hoviland (Lippincott)

Home and Family - Jordon, Pitler, and Brown (Macmillan)

Junior Home Problems - Kenyon and Hopkins (Benj. H. Sanborn)

Foods and Home Making - Greer (Allyn and Bacon)

Nutrition for Boys and Girls - Rose (Macmillan)

The Canadian Cook Book - Pattinson (Ryerson)

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Meal Planning and Service - Bailey (Manual Arts Press)

Breakfasts, Luncheons and Dinners - Chambers (Boston Cooking School Magazine Company)

Clothing for the High School Girl - (Boldt and Harkness)

Practical Sewing - Everson (Ryerson)

From Thimble to Gown - Van Gelder (Allyn and Bacon)

The Mode in Home and Dress Sewing Book - Hyde (Century)

Design - Buss and Helbourne (Little, Brown and Company)

Free Pamphlets

Foods Tested, Tested and Approved - Good Housekeeping Institute

Nutrition and Health - The Borden Company

Principles of Clothing Selection - Butterick

Foot Health - Metropolitan Life Insurance

Health Heroes Series - Metropolitan Life Insurance

Questions and Answers in Canning - Kerr Canning Company

On the Art of Being Charming - Proctor and Gamble

Sewing Book for Girls' Clubs - Dominion Department of Agriculture

Soap in Everyday Life - Colgate, Palmolive Peet

The Story of Crisco - Proctor and Gamble

Better Buymanship - Household Finance Corporation, Chicago

p. 227

Grade VII

The course has been planned for work in clothing and laundry during the first half-year, and in foods and household management during the second half.

Objectives

To develop skill in the use of tools and the use of materials.

To give acquaintance with the use of the sewing machine.

To give instruction in choosing textiles wisely.

To stimulate the interest of girls in making their own clothes, and caring for them properly.

To develop sound food habits, and to provoke thought about the important relation of food to health.

To teach fundamental cooking principles.

To help girls understand what constitutes a sanitary, convenient kitchen, and how work should be organized to save time and strength.

Sewing

The sewing in Grade VII is based on the need of the girl for a cooking uniform in the latter part of her year's work.

The Sewing Machine

Proper way to sit; threading; managing treadle to avoid breaking thread; starting position of needle and presser foot; removal of material; turning corners. Exercise of proper care in opening and closing the machine. Reason for leaving piece of material under presser foot.

Textiles

Study of cotton and linen to include -- source, countries producing and characteristics. This work should consist of

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talks by the teacher, discussion by pupils, use of illustrations and brief simple notes.

Names and prices of standard materials as unbleached cotton, print, broadcloth, gingham, Holland linen and damask.

Suggested Projects

Envelope bag for carrying apron and notebook.

Material used - Holland linen, width about 35 inches.

One width $\frac{3}{4}$ yard long makes 2 bags. Finished bag is approximately 10" X 14".

Pot holder - knitted, crocheted or cloth.

Apron - style to conform to present vogue. Simple butchers apron recommended when time is limited.

Problems involved

Computing amounts of material required; use of pattern in cutting (attention to grain of material in folding and straightening the ends; seams (French or felled); hem; bias facing or binding; as required by style of apron; pocket; button and buttonhole, or ties, as required by style of apron.

Cap - a single bandeau.

Simple hand towel - (If the teacher desires it as part of the equipment.) Articles made should necessitate the use of the following: Basting, hemming by hand and machine, overhanding; French and flat felled seams; cutting and joining bias; bias facing and binding; embroidery stitches suitable for bag; sewing on fasteners.

Laundry

The work in laundering should be carried out in conjunction with the sewing and foods. Short periods at frequent intervals should be arranged. Washing of white clothes, airing, folding; laundering of apron and cap. Washing of colored clothes; ironing of embroidery; practical application - laundering of uniform, bags. Removal of stains that might be found in a breakfast cloth and serviettes, apron. Laundering breakfast cloth and serviettes.

Foods

The work in this grade should involve the fundamentals of food preparation and nutrition leading up to planning, preparing and serving a breakfast. Stress daily essentials of an adequate balanced diet. Nutrition in relation to health may be correlated with health education.

Beverages

Theory - Sources of common beverages, e.g. tea, coffee, cocoa; stimulating effects; food value.

Practice - Demonstration of the making of tea and coffee; class practice in making cocoa.

Cereals

Theory - Importance in daily diet; kinds; relative costs of bulk and package cereals. Importance of using home grown cereals.

Practice - Preparation of at least one fine and one coarse cereal. Stress the use of whole grain cereals.

Fruits

Theory - Common kinds; selection and cost; food value and place in diet.

Practice - Preparation of fresh fruits, fruit sauces, stewed fruits and dried fruits.

Eggs - Soft and hard cooked, poached eggs, omelet.

Breakfast breads

Theory - Brief study of flours - bread, pastry, graham, whole wheat and cornmeal; leavening agents; oven temperatures and regulation.

Practice - toast; French toast; muffins - plain, cornmeal, graham or whole wheat and bran. Various types of fruits may be introduced. Tea biscuits -- plain, emergency, pin-wheel.

Breakfast meats: bacon, sausage,

Planning, preparing and serving types of family breakfast suited to different incomes, ages and occupations.

Social and Family Relationships

Everyday courtesies in the home and at school, in stores and public places, as hostess and as guest; greetings.

Tests

It is desirable to give short, practical tests on all phases of the year's work. For practical tests in foods, pupils should know methods, but should be given ingredients and amounts.

Three or more short written tests should be given during the term.

Cleaning methods for the following should be incorporated in class lessons in a natural setting: Sinks, stove, refrigerator, garbage container, cupboards, bread box, drawers and woodwork, floors and dusting; cleaning of metals - silver, aluminum, nickel, steel and brass; polishing of glass; care of dish towels.

Grade VIII

Objectives:

To provide further knowledge of sewing and to encourage a liking for sewing.

To develop further skill in the use of sewing machines.

To enable students to improve their personal appearance at a moderate cost.

To impart a practical knowledge of fabrics as an aid to the intelligent buying of clothing and clothing material.

To give instruction in the care and repair of clothing with regard to health and economy.

To foster an appreciation of the principles of line, design and color.

To develop further skill in preparing food and in planning and serving meals.

To provide such further knowledge of the facts of nutrition as is necessary for health.

To cultivate habits of cleanliness and sanitation in daily living.

To inculcate sound principles of family budgeting.

Social and Family Relationships

Health and Appearance - Nutrition, sleep, exercise, air, posture, cleanliness of person and clothing, suitability of clothing; care of clothing; grooming -- hair, skin, nails (practical work in shampooing, manicuring, preparation of hand lotions, etc.)

Personality - Development of desirable traits; making and keeping friends; poise and ease; habitual good manners as opposed to "company" manners.

Foods:-

Preservation of Food

Theory - Brief, concise study of bacteria, yeasts and moulds; causes of food spoilage; reasons for food preservation; methods of food preservation.

Practice - Canning of fruits by cold-pack and open-kettle method.

Vegetables

Theory - Place of vegetables in diet; formation of daily habit of eating at least one fresh green vegetable.

Practice - Cooking of at least one vegetable of each class; potatoes cooked in several ways; making of a quick mild vegetable pickle; e.g. beet and cabbage, cucumber salad, pepper relish.

Milk

Theory - Composition; value in diet; importance of cleanliness in handling; sterilization; pasteurization; adulteration; particular importance in diet of children; milk products.

Bread

Theory - Study of yeast as a leavening agent; experiments with yeast; effects of heat, cold and warmth upon it; study of glutex.

Practice - Graham or white bread. Rolls may be made if time permits.

Sugar

Theory - Sources: use in body; abuse of body by use of excess sugar; stages in cooking sugar syrups.

Practice - Four kinds of candy, illustrating four stages in cooking of sugar syrups; e.g. maple cream, divinity fudge, molasses taffy and peanut brittle.

Desserts

Custards, milk puddings, fruit desserts, cake and cookies.

Luncheon and Supper dishes

Soup, salads, cheese dishes, egg dishes.

Meal Planning

Theory - Balancing, cost, marketing, methods to save both time and money.

Home exercises in menu making should be given.

Stress should be put on menus for children of various ages.

Proper form in writing menus.

Practice - Practice should be given in serving low cost family meals as follows:

Breakfast - consisting of fruit, cereal, bread stuff, protein dish and beverage (Review).

Luncheons or Suppers - for families of various ages, incomes and activities.

A Tea for mothers and other guests might be given by students of this grade in cooperation with students of Grades VII and IX with a display of work or a fashion show.

Sewing

Use and Care of Sewing Machine

Review of use as laid down in Grade VII course; winding bobbin, placing bobbin, placing plate, placing needle.

Care after using; cleaning and oiling.

Textiles

Review and continue study of cotton and linen in connection with material used in practical work.

Suggested Projects and Practical Work

The practical work in sewing in Grade VIII is planned to arouse the student's interest through her own personal clothing needs. A hand project is included to increase manipulative skill.

Towel or runner, bag or cushion, made from linen, brick-a-back or colored linen to show hemstitches or scalloped hems, and decorative stitches such as darning, cross stitch and satin stitch.

Slip, step-ins or equivalent.

Collar and cuff set, or vestee if in vogue (To be selected with dress in view and cut from drafted or commercial pattern.)

Summer or sports dress, or blouse.

Selection of materials: kinds suitable; pattern of cloth -- plain or figured; computing of amount, consideration of trimming; becomingness of color; ease in laundering.

Pattern: becoming lines for various types of figure; markings; testing; altering; economical placing and cutting.

Construction: pinning; basting; fitting; appropriate seams; finishes; judging; comparing with ready-made as to design, material, construction, style, cost.

Grade IX

Clothing of the Intermediate School GirlDiscussion Periods

Factors making for good appearance; grooming; health habits in relation to appearance -- bathing, care of the skin, care of the hair and scalp, care of the hands, posture, sleep and rest, food habits.

Sewing Equipment

Individual; class.

Sewing Machines

Types: parts with their uses; threading; regulation, tension and stitch; care -- oiling, cleaning, setting needle.

Conservation of Clothing

Reasons for conservation; ways to conserve; renovation -- washing or cleaning; remodelling -- ripping, washing or dry cleaning, dyeing, pressing, repairing; laundering -- cotton and linen, silk, wool, rayon, removal of stains.

Intelligent Shopping

Definite plan; sales -- advantages and disadvantages; shopping ethics.

Costume Design

Application of the principles of line proportion, color, etc., to all articles of clothing. This section should be taught by the use of a great deal of illustrative material; accessories in relation to dress.

Garment Construction

Kinds of commercial patterns; study of symbols of at least three commercial patterns; suitability of pattern to material, occasion and season; choice of material -- consideration of quality and cost, suitability, amount needed.

Construction - study of pattern; testing and altering where necessary (alterations for length and width of all parts of garment to be thoroughly understood); placing pattern -- economically with grain of material, pinning, marking, cutting. Construction -- pinning, basting, fitting, stitching, finishing, seams, bias -- cutting and joining, facings, binding, pockets, belts, hems, decorations.

Textiles

Silk, wool and rayon fibres; source; physical characteristics -- compare fibres; review spinning and weaving -- common weaves, plain or tabby basket, twill, satin, pile, leno or gauze; methods of dying and printing; finishing processes, e.g. bleaching, sizing, mercerizing, wearing qualities of cloth -- influenced by: kind and quality of fibre, various types of spinning, weave, weight of material. Use of fabrics to illustrate these points. Study of number of staple cotton, linen and rayon materials suitable for the garments under construction.

Suggested Practical Work

Child's dress or baby's rompers - cotton or linen; preferably remade from old garment or from a remnant. The object of this project is to test the skill of the incoming students, and to encourage thrift.

Underwear - a choice from the following: step-ins, pyjamas or night gown, slip.

Cotton is suggested for this project but the teacher may allow the use of a firm silk, e.g. spun silk or a heavy quality rayon crepe.

Sports or afternoon dress of cotton, silk, linen or rayon. (No girl who had not attained a standard set by the teacher shall be allowed to use rayon or silk for this project.) On the completion of each garment, comparisons should be made with ready-made garments as to cost, workmanship, styles.

The work of the year shall include common seams -- plain, French, flat fell; common hems -- plain, curved, faced, French; sewing on lace by the French hem method; placket -- bound and faced or bound slit; setting in sleeves; button holes and sewing on fasteners; darning and patching.

Social and Family Relationships

Social customs and courtesies.

Aims

To show that good manners indicate a respect for oneself and for others, and that courtesy makes living more pleasant for oneself and for others.

To become familiar with the common social customs.

To meet unusual situations with ease.

To appreciate the duties and privileges of a visitor and hostess.

Content

1. Origin of Social Customs:-

Respect for others necessary for happy family and community life; respect for elders; origin of hand shaking as a sign of friendship; origin of dancing as an expression of happiness.

2. Everyday Social Customs:-

Introductions and greetings.

3. Everyday Courtesy:-

To Family - Respect for parents; interest in and tolerance of young brothers and sisters; courtesy to older people; sharing pleasure and duties.

4. Table Etiquette:-

Posture; handling of silver; eating habits; rising from the table.

5. Conduct in Public Places:-

On the street, in stores -- politeness to sales people; in public gatherings; in restaurants; when travelling.

6. Conduct and Manners at School:-

In corridors and assembly hall (orderliness, quietness); toward fellow students; at games; at school parties.

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7. Conduct of Boys and Girls:-

Frank discussion of good manners between boys and girls; proper conduct -- in the classroom, on the street, at parties, keeping appointments.

Home Management

Food Budgeting and Marketing (to be incorporated with practical work.)

Relationship between food value and cost - use of foods in season, advantages of knowing brand of canned goods; bargain buying; use of cheaper cuts of meat; necessity of knowing food value with regard to substitution; value of contribution from garden, (home canning and preserving) poultry, cow.

Care of Food in the Home - Foods that need special attention -- milk, meat, fresh vegetables, dried vegetables, canned fruits, and vegetables, fresh fruits; bread and cake; temporary care by means of refrigeration, cellar, window box; storing staples - protection from dirt, protection from pests, protection from moisture.

Organization of work and budgeting of time in relation to daily work; weekly work; labor saving devices; well planned kitchen.

Care of kitchen and kitchen equipment to include the use of soaps, scourers, solvents on different metals and woods.

Foods and Cookery

Discussion Periods

Preservation of Foods - Review bacteria, yeasts and moulds,

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discussing conditions favoring the preventing of growth (Some experimental work should be included). Preservation by various methods -- pickling, jellies, jams, and marmalade; consideration of value and economy of various methods of preserving; comparing the products preserved at school with commercial products as to cost, appearance, flavor, etc.; brands, grades, sizes and prices of canned goods.

Health and Nutrition

A general study of the characteristics of a healthy school girl. If time does not permit of weighing and measuring all students, types may be selected. Effect of health on general appearance; factors determining health and personal appearance -- foods, rest, exercise, cleanliness, habits, disposition and clothing; daily habits which make for health; review of food principles and planning of meals in connection with the needs of a healthy body; food prejudices, essentials of the balanced meal. (The work of Grade IX should be a recapitulation and broadening of that done in Grades VII and VIII.) Great care should be taken to vary and enlarge upon the practical work done in the junior grades.

Review - Meal planning, meal service. Discuss main types and try to illustrate usage in the serving of meals.

Satisfactory Meals - Attractively served; variety of texture and flavor; sufficient fat to prolong digestion; sufficient bulk.

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Calorific Value of Diet (brief treatment) - Comparative value of common foods, the effect of age, occupation, etc., upon the caloric requirements. Approximately the caloric value of some of the meals served in class and at home.

Protein Requirements - Function of proteins, type of proteins, amount needed, economical sources.

Minerals - Minerals required; best sources; functions; conservation; by proper methods of cooking.

Vitamins - Kinds, sources, functions, importance of raw foods, results of lack of vitamins.

Constipation - Common causes, corrective measures, importance of diet.

Laboratory Work

Preserving

Pickling with different methods of procedure in preparation. Note that where amount of vinegar and spices is not sufficient to insure preservation, the method of open-kettle canning is used.

Jelly-making including pectin tests. Demonstrate use of commercial pectin. Jam or marmalade.

Review luncheon work of Grade V¹-II. Type of luncheons: factors affecting types of luncheons; planning, preparation and serving of two and three-course luncheons. Include a special occasion luncheon.

Simple dinner - use luncheon work as a foundation; review and extend meat cookery, including methods of making gravy.

Practical work should include preparation of vegetables; casserole and oven dishes; use of left-overs; salads; cream soups; meat and fish; desserts - milk, egg, cereal, fruit and gelatin; luncheon breads -- muffins, nut and date loaf, tea biscuits, etc.; cakes, cookies, plain pastry.

The scheme of subjects and time allotment
for the Intermediate School

p.9

1936

Grades VII and VIII

<u>Compulsory Subjects</u>	<u>Time allotment in periods per week</u>
English	5
Social Studies	5
Health and Physical Education	3-4
Mathematics	5
General Science	3
Music	2
Art (either in Grade VII or Grade VIII)	2
<u>Additional Requirements</u>	
Library or Remedial English	3
Supervised Study	<u>5</u>
Periods per week required	31(32) or 33(34)
<u>Optional Subjects</u> (One or two to be chosen)	
Dramatics	2-4
Farm and Home Accounting	2-3
Typewriting	2-3
General Shop	2-4
Home Economics	<u>2-4</u>
Periods per week available for optional subjects 7(6) or 9(8).	

The school day comprises eight class periods, of which one must be a study period.

One of the optional subjects listed for Grades VII and VIII may be offered in Grade VII, and two in Grade IX; but in either case, only with the approval of the inspector of schools, which will depend on the amount of time available for instruction, the equipment and the qualifications of the teacher or teachers.

Grade IX

<u>Compulsory Subjects</u>	<u>Time allotment in periods per week</u>
English	5
Social Studies	5
Health and Physical Education	3
Mathematics	5
General Science	5
<u>Additional Requirements</u>	
Supervised Study	<u>5</u>
Periods per week required	<u>28</u>
<u>Optional Subjects</u> (three to be chosen.)	
Art	2-4
Dramatics	2-4
Music	2-4
Elementary Bookkeeping and Junior Business	2-4

Typewriting	2-4
Oral French	2-4
General Shop	2-4
Home Economics	<u>2-4</u>
Periods per week available for optional subjects	<u>12</u>

The Grade IX programme consists of five compulsory subjects and three optional subjects.

Twelve periods a week will be available to each Grade IX pupil for instruction in optional subjects. Not more than four periods a week or fewer than two are to be given to any one optional subject. General Shop or Home Economics will each require half a day per week.

The Department of Education will, where conditions warrant, authorize urban school boards to offer shop courses in place of one or more Grade IX options.

Because of the fact that many Grade IX pupils will elect optional subjects in which they have had no previous training in the intermediate school, teachers are asked when assigning grades to the work accomplished by these pupils in the optional subjects to attach as much importance to the amount of progress made by the pupil during the year as to the standard of accomplishment, which he reaches at the end of the year.

APPENDIX J

Revised Programme for Grade XI¹1938

The following schedule of home economics subjects with the number of credits assigned to each was approved for the second year, Grade XI.

Group C - Technical

Not more than two subjects were to be elected. One first unit could be elected but not two.

Arts and Crafts 1 or 2 - 8 credits

Fabrics and Dress 1 or 2 - 8 credits

Homemaking 1 or 2 - 8 credits

For a shop course the eight periods a week were distributed in the following manner:

Drawing and Design - 2 periods

Theory - 2 periods

Shop Practice - 4 periods

For two shop courses fifteen periods a week were required, not sixteen.

Group D - General

* Home Economics 2 - 4 credits

* Special qualifications were required of the teacher.

¹ Province of Alberta, Department of Education, Annual Report, Edmonton, 1938. pp. 14-15.

APPENDIX K

Programme of Studies
For the High School
Bulletin 1

Edmonton: Printed by A. Shnitka, King's Printer, 1940

Home Economics

pp. 40 - 48

p.40

Introduction

The programme in Home Economics is planned for those who will have had previous experience with this subject in the intermediate school. It is quite expected, however, that there will be cases where students will desire to select this option without having had this previous training. This should be possible, in as much as the individual student has been kept uppermost in mind in the drafting of this programme; and a student without a previous course may be given essential experiences, where necessary to enable her, without too serious loss of time, or other handicap, to take her place in the regular class.

The girl in the home is the central idea about which the details of the programme are gathered. This should be kept in mind at all times, and the actual conditions of life among girls in their homes should be always uppermost. The school is necessarily an artificial environment, and, unless the

instruction can be made to carry over into practical situations it will be of little value. While its main value may be utilitarian, still it has its cultural and disciplinary values. Because of its inclusion on a programme of studies, many girls may be made more teachable in academic subjects. School is a more interesting place, and much of the subject matter of the class-room may be made more applicable to actual life situations. The subject has high correlating possibilities.

Home Economics I

It will be noted that no minimum requirements are specified. This omission implies a responsibility upon the instructor to see that an adequate quantity of work is done during the year by each individual, that will justify the awarding of a credit. While this judgment will necessarily be made by the instructor, it is still subject to the checking of the inspector. To facilitate this checking process each student will keep a note-book in which will be recorded a dated account of each day's achievement. Projects need not necessarily be retained if their retention interferes with the maintenance of interest and effort; but, where practical, projects should be available for inspection. A detailed record of the work of each student will be reported on the proper forms for credit purposes at the end of the year.

The following analysis will indicate the approximate time that should be allotted to each phase of the subject:

Unit 1	14 weeks	Foods
Unit 2	14 weeks	Clothing
Unit 3	4 weeks	Home Management
Unit 4	2 weeks	Budgeting
Unit 5	2 weeks	Personal Responsibility

These units may be taken in any order, according to the discretion of the instructor. For units 4 and 5, the work and discussions will be better handled by extending them over the year.

Unit 1 - Foods

Objectives

To teach selection, cost, marketing, and preparation of foods on the meal basis, from the standpoint of health, economics, and art.

To develop an understanding of the scientific and economic principles underlying cooking and nutrition.

To develop an appreciation for proper organization and planning of housework to save time and energy.

To develop a true spirit of hospitality.

Subject Matter

Review simple dinners. Plan, prepare, and serve more formal dinners, to include: appetizers (fruit juices, fruit cups, canapes); soups; meats, fowl, fish, carving; salads;

bread; biscuits; cheese straws; vegetables, less commonly used types, and variety in cooking common types; desserts - pastry, frozen, gelatin, steamed; deep fat frying.

Nutrition; digestion.

Cooking for children, aged persons, invalids and convalescents.

Unit 2 - Clothing

Appreciation of the value of careful grooming.

Understanding of the principles of good design as applied to clothing.

Ability to plan a suitable wardrobe.

Ability to make simple clothing.

Ability to choose suitable ready-to-wear clothing.

Discussion and Demonstrations:

Clothing survey; clothing budget -- relate to family income; care of clothing -- daily care, storing, cleaning, and pressing; principles of design and colour combinations.

Projects:

Select at least one from Group I and at least one from Group II.

Group I - Silk undergarment; nightgown; kimona; lounging robe; tailored pyjamas; shorts and blouse; slacks and blouse.

Group II - Wool skirt and silk blouse; silk afternoon dress; evening dress.

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CHAPTER IV

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APPENDIX

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Problems involved: Selection of patterns, styles and materials; design; colour; quality; and amount of material; some study of textile chosen for garment; trimming.

Construction: - Seams, stitches, plackets, finishes, etc., as necessary.

Cost: Compare with ready-to-wear.

Accessories.

Unit 3 - Household Management

Problem:

Some girls have their own bedrooms, and others share their rooms. What special care do bedrooms require?

Objectives:

To give a clearer understanding of the girl's obligation as a member of the family; to share in the work of the home.

To develop appreciation of the comfort and pleasure to be derived from a clean, orderly house.

Topics for Discussion:

Purpose of personal room:-

Bedroom, study; advantages in having own room privacy; responsibility in sharing room; furnishings for bedroom, and their selection; arrangement of bedroom furniture; qualities and kinds of bedding; use of colour in the bedroom; possibilities of improving furnishings; care of bedroom and clothes closet -- daily, weekly, occasional.

Project:

Plan a girl's room, simple in design, inexpensive in outlay. Work from prices of furniture already on hand. Introduce one or more of the following improvements: Curtains, bedspread, rug, dressing table from boxes, wall book-shelf, painting or refinishing old furniture, a study unit.

Unit 4 - Budgeting of Money and TimeProblem:

How to get more satisfaction from money spent, and how to ensure an efficient and satisfactory day.

Objectives:

To get the most for one's money; the most for one's time; and the most for one's strength. To help the girl gain, by means of the clothing budget, a better understanding of the advantages of definite planning.

Discussions and Activities:

List activities which use time, money, or strength. Discuss relative importance to health, progress, improvement, etc. Recall previous experience, observation, or reading in relation to budgets. List items commonly included in family expenditures. Estimate individual share of the family budget. Make inventory of clothes on hand. Avocational expenditures.

Projects:

Keep personal accounts for year. Make a time budget for a high school girl.

Unit 5 - Personal Responsibility

Problem:

How can high school girls help to make their homes happier, and contribute to the betterment of society?

Objectives:

Appreciation of individual responsibility to the home, and to the community.

Topics for Discussion:

The 100 per cent girl -- Personal characteristics that help in life work; that help make happiness; that help make a happy home. Ways that these characteristics are developed and strengthened.

Textbook

Jensen, Jensen and Ziller - Fundamentals of Home Economics,
(Macmillan)

Reference Books

Jensen, Jensen and Ziller, Fundamentals of Home Economics
(Macmillan)

Lannan, McKay and Zuill, The Family's Food (Lippincott)

Bailey, Foods - Preparation and Serving (Webb Publishing Co.)

Trilling, Williams and Reeves, A Girl's Problems in Home Economics, (Lippincott)

Bailey, Meal Planning (Manual Arts Press)

Chambers, Breakfasts, Luncheons, Dinners, (Boston Cooking School Magazine Company)

Hunter, The Girl Today - The Woman Tomorrow (Allyn and Bacon)

- Groves and Ott, Your Home and Family, (Little, Brown and Co.)
- Jordon, Zeller and Brown, Home and Family, (Macmillan)
- Justin and Rust, Home Living, (Lippincott)
- Shultz, Making Homes, (Appleton)
- Turling and Nicholas, The Girl and Her Home (Houghton-Mifflin)
- Starrett: The Charm of Fine Manners (Lippincott)
- Kaufman, Teaching Problems in Home Economics (Lippincott)
- Van Gelder, From Thimble to Gown, (Allyn and Bacon)
- Pickens, The Secrets of Distinctive Dress, (International Educational Publishing Company.)
- Rathbone and Tarpley, Fabrics and Dress, (Houghton-Mifflin)
- Deany, Fabrics and How to Know Them, (Lippincott)
- Everson, Practical Sewing, (Ryerson)
- Dyer, Textile Fabrics, (Houghton-Mifflin)
- Bush and Welbourne, Design, (Little, Brown and Company)
- Gillum, Color and Design
- Butterick, Principles of Clothing Selection, (Macmillan)
- Friend, Earning and Spending the Family Income, (Appleton)
- Friend and Schultz, Junior Home Economics Units, (Appleton)

Home Economics 2

During the previous four-year period various interests involved in home making have been developed. Experiences in food preparation have been had, and certain fundamentals in the economics of food have been learned.

By the time Grade XI is reached the student should have gained a fair proficiency with her needle in the making of her own clothing and keeping it attractive. She will have made several articles which make her room or her home more attractive. Her taste in the selection of a home, and in building it into an attractive place will have been developed. The use of certain household equipment, as labour saving devices, has been studied. The place of such equipment in a home with financial limitations will have been discussed. Social and family relations will have been discussed with the view to making her life happier and her relationships more acceptable.

For the fifth year this outline of studies, plans to bring to an issue the experience of the girl secured either in the school, or in the home with the definite application of the skills and knowledge acquired to the making of home from small beginnings as though it were the personal problem of each girl. Whether she will be privileged to make a home for herself or not, she will have to assume responsibility to a degree for the furnishing and housekeeping of her own living quarters.

There is no definite requirement set out in this programme. The teacher, who will act as a director rather than a lecturer or a group instructor, will be the judge as to what a girl shall do and the part she will take in the little society of the class or the larger life of the school.

Ideally there will be a few engaged in the kitchen part of the school home, another group in the living room section engaged in craft work, home decoration projects, clothing, the whole spirit being that of a home whose standards are just a little higher than the general average of the homes in the community. Projects, that may be motivated with a direct use possibility, should be encouraged. Projects that may be fitted into the life of the girl in her home should be sought, even if these involve team work; such as the making of bedspreads, bolsters, pillow slips, runners, curtains, ornaments, boudoir chests, overhauled furniture, rugs and dressing table gadgets. Many of these things may be made very inexpensively but very prettily. There is no reason why the girls should not have a single set of tools in the shop with which to reconstruct furniture or make essential frames, shelves or equipment.

A girl may choose to work on the A,B,C, or D section of the course, each of which will have equal credit. The measure of the amount of work done will be the ability of the girl working at a reasonable rate throughout the term.

A daily log of the achievement of each girl shall be kept. Each girl will be expected to work to her capacity and a high standard of attainment should be sought and maintained. Art principles should be carefully observed and applied in the projects worked out. This is necessary if the results of the class are to bring the greatest satisfaction.

Originality in design should be encouraged and local motifs sought about which to work artistic schemes. Colour harmonies are particularly important.

Projects should not necessarily be retained in the school although the maintenance of the school room as an attractive place should have the constructive interest of each girl. She should be required to take some major part in a community project and not be permitted to use her time exclusively in producing something for herself. It will be a desirable objective to dispose of the made projects at the close of the year that the next incoming class may have a clear course in working out their individuality.

The following suggestions are intended to give a lead as to what might be worked out during the year.

p.45

Section A

The making of a home will be the main motive during the year.

The home site -- location; building or renting a house; instalment buying for building or furnishing; insurance, services, grounds, garden economics.

Home furnishings - Furniture for various rooms; economy; equipment, such as range and heating system, cooking equipment; food storage and preparation and serving; furnishings - floors, walls, windows, colour schemes, decorations, arrangement; library, books, periodicals, their use and care: housekeeping

routine; housekeeping aids, help.

To as great an extent as possible the classroom should be made a home in which to work out through the project method class discussion. This offers great leeway for ingenuity. Laundry and cleaning, dyeing, decorating fabrics.

Home craft -- cross-stitch, petit point, weaving, cane and raffia, embroidery, rug making, quilting, batik, tie and dye, stick printing, stenciling; electricity -- installing fuses; inserting washers in taps. The use of common tools, screw driver, plane, hammer, chisel, wrench. Actually make some project. Home ornaments, copper, leather, plastic, resins.

Food menus and service - Breakfasts, lunches, dinner, tea parties, special occasions, work or school lunches, picnics, and outing menus.

Home Relationships - Conventions, understanding, compromises, entertainment, social responsibilities, insurance - fire, life, accident and health, burglary. Home nursing and the care of invalids and children, diets and menus.

Clothing - garments, according to ability of girl; care of clothing, mending, remodelling, economics. How to make a bed; care of bathroom and basins.

It will be desirable to have the class visited by men and women representing certain interests of value to girls. It would be well to inspect some well-set-up homes in the community as an object lesson. The whole spirit of the course should be that helpful to a young woman faced with the problem of setting up a home.

Section B - Sewing

The desired outcome of this course is to aid a girl in making her own clothing economically, to buy suitable clothing economically, and to alter garments to get a good fit, and an attractive costume.

Patterns - Commercial, altering, variety, skirt drafts, collar drafts, changing plain sleeve draft to fancy sleeve.

Textiles - Wool and silk, the source, manufacture (not in detail), finish, care of silk and wool, laundering, dry cleaning, purchasing and testing emphasized, comparative costs.

Colour and Design - Line and design as applied to girl's own type, complete unit, shoes and hat; colour harmony in wardrobe and dress, related to girl personally, becoming hats, etc.

Construction - Novelty seams added to first year's knowledge, faced hems, stitches -- cross, faggot, hemming, smocking, bound buttonhole in wool, skirt placket, faced placket in silk, commercial finishes, pinking and shirring, simple ideas in tailoring.

Suggested Projects - To meet girl's own need in silk or wool. Blouse, skirt, dress, tailored jacket, remodelled hat.

References - Selected readings from books listed in Fabric and Dress Design Courses (Technical Subjects.)

Lace - Buying, judging, common laces.

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Section C - Foods and Cookery

The object in this course is to develop skill in the preparation of foods in relation to the home and special hospitality occasions both within and without the home. An appreciation for proper organization and planning to save time and energy should result from this study. A student working with this option should develop skill and knowledge as to etiquette and proper serving methods.

The student may not cover all the details suggested here but will select or be assigned to those that require enough time to secure four credits. It is strongly urged that this programme be worked out by having the girls working in groups, different projects being covered by different groups working at the same time. Selection will be made among the following laboratory suggestions.

Menus for breakfast, lunch, dinner -- prepared and served; afternoon tea, evening party supper, Sunday evening supper, serve -- yourself meal, aftersport party supper, breakfast party, supper, picnic, school or work lunch.

Practical work in table service and setting, use of left-overs, buying, keeping account of time and money used in securing, caring for and the preparing and serving food.

Preservation of food, salting, drying, refrigeration, canning, jellies, pickling.

Special diets - anti-constipation; reducing and fattening; invalid and children.

Section D - Craft and Hand Needle Work

The following are suggestions as to craft problems that may be attempted. It is not intended that every student will work at all these problems. It is expected that different students will be working at different problems at the same time.

1. Girls' Room

Remodelled furniture, redecorated furniture; curtains, bedspreads and quilting, cushions, dressing tables and decorations, novelty lamps, framed pictures, chests, pillow cases, dresser covers, weaving, rugs.

2. Sewing Room

Lampshades, book ends, copper ornaments, soapstone or alabaster ornaments polished; curtains, rugs, chesterfield covers, runners, upholstery.

3. Bed Sitting Room

Slip covers, book cases, chests, spinning, batik, petit point, embroidery, cross-stitch, applique, weaving, felt applique, leather tooling, raffia and reed basketry, knitting.

The girls in selecting this option should have at their disposal a simple kit of wood working tools and a painting outfit.

APPENDIX L

p.47

Needlework

Under certain conditions it may not be possible to offer the full Home Economics course, particularly the foods section; but it may be feasible to do some work in sewing with the girls. These conditions are more likely to occur in rural or smaller urban schools, where the class may be small and the facilities limited. The organization of a hand needlework class is simple; and the necessary equipment is not elaborate, being little more than a thimble, a needle, and some thread. The student's desk may be the work table and the materials with which to work may be brought from home. Boys may be interested in certain types of needlework.

While no minimum requirements are set out in the course, the teacher will be held responsible for seeing that a reasonable amount of sewing is accomplished. Each student will be required to work to her capacity, and her final grading will be determined in terms of what is actually achieved in relation to her ability.

The teacher will be the judge as to the assignments any student may be given.

A carefully kept note-book is essential for each pupil, but this should not be stressed at the expense of actual achievement. Samples of work in textiles, colour schemes,

pictures and clippings are properly included in the note-book, but even this may be overdone. This book should be available to the inspector, who will give it careful consideration in evaluating the status of the pupil and the type of work being done in the class.

A daily diary, record or log shall be kept in a separate section of the note-book.

Provision should be made for a reference library which should be readily accessible to the pupils. Assignments should be made frequently which call for the use of the reference library.

The nature of the fabrics used will be studied with respect to type of fibre -- cotton, linen, silk or rayon; weave, qualities, and servicability for the purposes designed. This work should be done incidentally when these fabrics are being used.

- A. Construct, and decorate some household article, such as towel, pillow slip, sewing bag, shopping bag, laundry bag, knitting bag, chesterfield set, using various sewing stitches; such as basting, hemming, overhanding, over-casting, running, backstitching, where strength is required; and decorative stitches, such as outline stitch, chain stitch, blanket stitch, hemstitch, cross-stitch, button-hole stitch, or for scallops, satin stitch.

- B. Construct and decorate with the use of a pattern some simple garment, such as apron, slip, pyjama set. Embroider or applique a monogram or a simple pattern, using colour. With the use of a pattern construct a simple blouse or house dress.

These garment problems will involve simple construction processes such as the making of collars, cuffs, plackets, button-holes; and attaching fasteners, such as buttons, hooks and eyes and dome fasteners.

- C. Needlecraft -- knitting, quilting, cutwork, drawn work, crocheting, needlepoint, cross-stitch, weaving (weave-it "loom"), as applied to some useful article.

Requirement

At least two articles must be completed, one from "B" and one from "A" or "C". This requirement is the minimum. The capable student may achieve more -- one article from each group or even more.

Care and repair of textile articles. Mending, patching and darning; laundering; removal of spots and stains.

Reference Books

1. Practical Sewing, Everson. Ryerson Press.
2. From Thimble to Gown, Von Gilder, Allyn and Bacon.
3. Clothing for the High School Girl, Boldt and Harkness, Lippincott.

4. Textiles, Nystrom, D. Appleton and Co.
5. The Mode in Dress and Home, Donovan, Allyn and Bacon.
6. Fabrics and Dress, Rathbone and Tarpley, Houghton Mifflin.
7. Art in Everyday Life, Goldstein, Macmillan.
8. Textile Fabrics, Elizabeth Dyer, Houghton Mifflin.
9. Samplers and Stitches, Handbook of Embroidery, Christie, Botsford.
10. Making Smart Clothes, Modern Methods in Cutting, Fitting and Finishing, Butterick.
11. Simplicity Sewing Book and Charts, 419 - 4th Avenue, W. New York.
12. McCalls' Patterns, Manual of Instruction, Toronto.
13. Butterick Patterns, Manual of Instruction, Toronto.
14. White Sewing Machine Course in Dressmaking, White Sewing Machine Co., Cleveland, Ohio.
15. Singer Sewing Machine Manual, Singer Sewing Machine Company.

1. Introduction	1
2. Theoretical background	2
3. Methodology	3
4. Results	4
5. Discussion	5
6. Conclusion	6
7. References	7
8. Appendix	8
9. Bibliography	9
10. Index	10
11. Glossary	11
12. Acknowledgements	12
13. Declaration of interest	13
14. Funding	14
15. Author contributions	15
16. Ethics approval	16
17. Data availability	17
18. Competing interests	18
19. Correspondence	19
20. Additional information	20
21. Supplementary material	21
22. References	22
23. Appendix	23
24. Bibliography	24
25. Index	25
26. Glossary	26
27. Acknowledgements	27
28. Declaration of interest	28
29. Funding	29
30. Author contributions	30
31. Ethics approval	31
32. Data availability	32
33. Competing interests	33
34. Correspondence	34
35. Additional information	35
36. Supplementary material	36
37. References	37
38. Appendix	38
39. Bibliography	39
40. Index	40
41. Glossary	41
42. Acknowledgements	42
43. Declaration of interest	43
44. Funding	44
45. Author contributions	45
46. Ethics approval	46
47. Data availability	47
48. Competing interests	48
49. Correspondence	49
50. Additional information	50
51. Supplementary material	51
52. References	52
53. Appendix	53
54. Bibliography	54
55. Index	55
56. Glossary	56
57. Acknowledgements	57
58. Declaration of interest	58
59. Funding	59
60. Author contributions	60
61. Ethics approval	61
62. Data availability	62
63. Competing interests	63
64. Correspondence	64
65. Additional information	65
66. Supplementary material	66
67. References	67
68. Appendix	68
69. Bibliography	69
70. Index	70
71. Glossary	71
72. Acknowledgements	72
73. Declaration of interest	73
74. Funding	74
75. Author contributions	75
76. Ethics approval	76
77. Data availability	77
78. Competing interests	78
79. Correspondence	79
80. Additional information	80
81. Supplementary material	81
82. References	82
83. Appendix	83
84. Bibliography	84
85. Index	85
86. Glossary	86
87. Acknowledgements	87
88. Declaration of interest	88
89. Funding	89
90. Author contributions	90
91. Ethics approval	91
92. Data availability	92
93. Competing interests	93
94. Correspondence	94
95. Additional information	95
96. Supplementary material	96
97. References	97
98. Appendix	98
99. Bibliography	99
100. Index	100

APPENDIX M

Programme of Studies for the Intermediate School

Grades VII, VIII and IX.

p.230

1941

Home Economics

Home-life education in the school should have its centre in the course in Home Economics, which, properly speaking, is a cooperative enterprise, open both to boys and to girls. In this Home Centre, pupils work as members of a family group; and their learning is functional because it is accomplished in a realistic environment. The Home-Centre plan provides not only a setting similar to the home, but also such situations as commonly arise in the home. It offers an opportunity not merely for unrelated experiences in cooking, sewing, child care, housekeeping and dietetics, but also for the blending and integration of these experiences in a home programme, that aims at the common welfare of the family and of the community.

If this plan is to function successfully throughout the intermediate-school years,, every pupil, on entering the home centre must be sensible of his responsibility for the planning of a task and the completion thereof to the satisfaction, not only to herself, but of the whole group. The performance, in other workds, is evaluated by group approval. The teacher

is guide and consultant, and will therefore plan with the pupils in such a way as to realize the fundamental objectives of the programme.

Situations will be presented that call for skill in manipulation and management, and for willingness to accept responsibility. Teacher and pupils will work together in the detailed planning and organization of classroom activities and home projects, and in the solving of practical problems. The programme does not consist of serial "lessons" or "talks" on prescribed "topics".

Integration

This programme provides for a considerable amount of integration with Health and Physical Education, General Science, General Shop, Social Studies and Community Economics. When a given activity or project is under way, there should be little concern whether it is described, for example, as Home Economics, Health, Social Studies or General Shop. The important things about it are the extent to which it is meaningful to the pupils and accepted as worth while by them, and the opportunity that it offers for the cooperative solution of problems.

Three Years' Work Combined

This programme suggests material and activities for three years' work. There is no intention to divide this work vertically for Grade VII, Grade VIII and Grade IX. Under proper organization it is both possible and desirable to combine in one class

pupils who are beginning and those who have already had one year's or two years' experience.

There is naturally some progression in difficulty, as is shown in the following schedule:

First and Second Years:

Sharing in Family Life:

1. Cooperation simple home duties.
2. Planning simple room arrangements.
3. Participating in recreational activities of the home.
4. Making and caring for personal belongings.

Third Year:

Personal and Social Adjustment:

1. Spending money wisely.
2. Assisting and caring for younger children.
3. Solving personal problems.
4. Cooperating in the solving of family problems.
5. Cooperating in all home activities.
6. Participating in community improvements; e.g., equipment and furnishings for school, playgrounds, library.
7. Keeping health records, such as those showing growth; correction of health defects by appropriate diet.

The Programme

General Objectives

The general objective of this programme for Home Economics

is that of all education; namely, to help the pupils develop to their full capacity in all phases of life.

Special Objective.

More specifically, the programme aims to raise the general standard of home life: in other words, to help the pupils to do better those things which they will later be called on to do anyway. The programme may be described in terms of the following outstanding features, four in number:

I. Basic Skills in Demonstration and Practice

Because the majority of intermediate-school girls will eventually undertake the duties of home-making, it is obviously of advantage for them to learn to perform efficiently and expeditiously those simple household tasks which they will later be called on to perform anyway. These simple tasks involve certain basic skills, which must be mastered for efficiency in order that time may be saved from them for other, and more important, activities of the home.

These basic skills are set out in the following list. The programme must provide ample opportunity for demonstration and practice in these skills, but not by means of a series of unmotivated "lessons". This programme requires that the learning of these skills be motivated in three ways: (i) by home projects, (ii) by home-centre problems, and (iii) by culminating activities. The basic skills are not, in themselves, the objective of the programme, but they are necessary to the realization of that objective; and under proper motivation, they make the realization possible.

List of Basic Skills:Housekeeping

Dishwashing
Care of garbage
Dusting
Care of simple equipment
Bedmaking
Ironing (flat pieces)
Table-setting -- simple service

Cooking

Stirring
Beating
Folding
Measuring
Paring, etc.

Sewing

Use of scissors -- cutting
Use of needle
Use of Thimble
Pinning
Measuring with tape and ruler
Machine sewing
Plain-sewing stitches

Laundering

Washing
Rinsing

Hanging

Sprinkling

Folding

Care of Body

Hair; teeth; bathing; hands and nails

Possible Demonstrations

Sewing by machine

Manicuring

Cleaning and caring for hair

Cleaning shoes

Polishing furniture

Arranging flowers

Cleaning silver

Home Crafts

Field Trips -- with definite purpose in view; e.g., studying arrangement of supplies and equipment, studying sanitation, choice of color.

Dairy

Grocery

Model Kitchen

Flour Mill

II. Home Projects

The Home Centre in the school should keep in close contact with the pupils' homes in the community. The teacher will find it necessary --

1. To become acquainted with homes of the community.

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The following are means by which this purpose may be served:

- i. Visiting the homes.
- ii. Taking part in community activities.
- iii. Informal visits at the school from small groups of parents, throughout the year.
- iv. Teas and demonstrations for parents.
- v. A parents' advisory committee.

N.B. -- Consult the books listed for reference under Problem XI below.

2. To become informed regarding the needs and interests of the pupils.

In planning for a year's work, and before entering any new phase of the programme, the teacher should have a check-list prepared for the pupils' activities in the home.

The following is an example of a check-list for laundering.

What you do	What you like to do	List
		Do you launder your own?-- silk underwear, sweaters and scarfs.
		Do you?-- help with the family washing hang out the clothes, iron the clothes,

THE HISTORY OF THE UNITED STATES OF AMERICA

1776

1. The first of July 1776

2. The second of July 1776

3. The third of July 1776

4. The fourth of July 1776

5. The fifth of July 1776

6. The sixth of July 1776

7. The seventh of July 1776

8. The eighth of July 1776

9. The ninth of July 1776

10. The tenth of July 1776

11. The eleventh of July 1776

12. The twelfth of July 1776

13. The thirteenth of July 1776

14. The fourteenth of July 1776

15. The fifteenth of July 1776

16. The sixteenth of July 1776

17. The seventeenth of July 1776

18. The eighteenth of July 1776

19. The nineteenth of July 1776

20. The twentieth of July 1776

21. The twenty-first of July 1776

22. The twenty-second of July 1776

23. The twenty-third of July 1776

What you do	What you like to do	List
		starch the clothes, make starch for the clothes, mend the clothes for other members of the family, sew on buttons and snaps, press your own clothes, clean spots on clothes, put away the clean clothes.

It is a simple matter to transform these home duties and experiences into home projects, by relating them definitely to the activities of the school.

Reference:

The Home Project Method -- Bulletin of the United States Department of Agriculture, Washington, D.C.

3. To conduct group discussions

The democratic way of life requires group discussion of common problems, group planning for the solution of these problems, and group evaluation of the results.

Group discussion is a very effective procedure for the planning of classroom projects and the evaluation of results.

Reference for the Teacher: Suggestions for Group Discussion Leaders -- United States Department of Agriculture, Washington, D.C.

III. Classroom Problems

Below will be found a suggested list of classroom problems, outlined in some detail. These problems may serve as a basis for class discussions, and also as a means for interpreting and integrating the home projects and the culminating activities of the home-centre classroom.

IV. Culminating Activities

The following are suggested as suitable activities for the home-centre classroom. They are the motivating activities for demonstrations and practice in the basic skills:

Group

- Picnic.
- Open house.
- Simple entertaining.
- Health play.
- Christmas activity.
- Tea for the parents.

Individual

Some of the group activities may be carried into the homes as home projects.

Classroom Problems

Problem 1: What are the best means of getting and maintaining health?

Questions to indicate scope of problem.

What does it mean to have good health?

What factors affect our health?

What about ourselves can be discovered by means of a physical examination?

How does our health affect our general appearance and our disposition?

Brief outline

Characteristics of a healthy girl are glossy hair, clear skin, bright eyes, erect posture, firm muscles, elastic step, even disposition, sufficient energy for work and play, correct weight for height, build and age.

Pupil experiences

Make and keep a weight chart.

Plan daily food patterns for family menu, with consideration for time and limit of cost.

Plan and prepare own or family meals.

Plan and pack school, picnic or camp lunches.

Check children for nutritional status.

Plan and give a health examination.

References

Fundamentals for Home Economics: Jensen, Jensen and Ziller,
(Macmillan Co., Toronto).

New Course in Homemaking, Calvert (Turner E. Smith Co., Atlanta, Georgia). Work book for the foregoing.

Foods and Homemaking, Carlotta Greer (Allyn and Bacon, New York).

A Girl's Problems in Home Economics, Trilling, Williams and Reeves (Lippincott, Chicago).

Film: Food Makes a Difference - Consumer Bureau, Department of Agriculture, Ottawa.

Problem 2: How can a pleasing personality be developed?

N.B. This problem belongs also to Health and Physical Education, and may be studied there.

Questions to indicate scope of problem.

What qualities make a charming girl?

How can personal traits be altered?

What can be done to develop pleasing personal traits?

Brief Outline.

Characteristics of a pleasing personality may be friendliness, sincerity, unselfishness, thoughtfulness for opinions and feelings of others, courtesy, poise, etc.

These are the surface indications; but underneath there must be freedom from fears, a feeling of adequacy and confidence, and a purpose in life accepted as worth while, in which the welfare of the individual is bound up with the welfare of others. (Consult in this connection any good textbooks on the "Psychology of Personality" or "Mental Hygiene," such as those listed on page 44 of Bulletin III of the Programme of Studies for the High School.)

Pupil experiences.

List the qualities of the most pleasing person you know.

List qualities in yourself which you think are pleasing.

List the qualities which you think could be changed for the better.

Make a score card to judge personal traits.

Rate yourself by this score card.

Dramatize situations where pleasing personal traits are brought out.

Have a question box for unsigned questions.

References

Living Your Life: Crawford, Cooley and Trillingham, (D.C. Heath and Co.).

The Girl Today, the Woman Tomorrow, Hunter (Allyn and Bacon, New York).

The Girl and Her Home, Trilling and Nicholas (Houghton Mifflin Co., New York).

Cues for You, Mildred Graves Ryan (Appleton Century, New York).

Problem 3: How can friends be made and kept?

N.B. This problem belongs also to Health and Physical Education, and may be studied there.

Questions to indicate scope of problem.

What are the desirable qualities which you look for in your friends?

What qualities are necessary in yourself in order to attract friends?

What can you do to develop these qualities?

Brief Outline.

Characteristics of a good friend may be sincerity, cooperation, unselfishness, respect for opinions and feelings of others, fair-mindedness, health, attractive appearance, courtesy, poise, etc.

Pupil experiences.

List the desirable qualities of a person whom you admire.

Make a plan to develop in yourself those qualities which you lack.

References

As for Problem 2.

Problem 4: What good grooming means and what it accomplishes.

N.B. This problem belongs also to Health and Physical Education, and may be studied there.

Questions to indicate scope of problem.

On what does appearance depend?

What are the facts concerning the care of skin, hair, nails and teeth?

What plans can be made for the care of personal clothing that one may be well-groomed daily?

Brief Outline.

Characteristics of an attractive person may be good health, correct posture, well-cared for body (i.e. skin, hair, nails, teeth), clean and becoming clothes.

Pupil experiences.

Demonstration of proper brushing of the hair, shampooing, cleaning and care of the nails, laundering personal garments, arranging dresser drawers, etc.

Reference

Junior Home Economics (Unit I, Good Grooming), Friend and Schulz, (D. Appleton Century).

Problem 5: How to look well on a small clothing budget.

Questions to indicate scope of problem.

How much do my clothes cost?

What clothes can I make for myself?

How can I choose becoming clothes?

How can I care for my clothes so that I shall be well-groomed and attractive?

Brief outline.

The well-dressed girl wears appropriate clothing, well-brushed, pressed, clean, mended, and of becoming style and color.

Pupil experiences.

Keep a record of your clothing expenditures for a year.

Make a list of the clothing in your wardrobe.

Decide what you need most.

Plan and make a garment for yourself within a limited cost, and compare the cost with a ready-made garment.

Remodel a garment for yourself.

Learn how to care for your clothing by mending, brushing, pressing, etc.

References

The Mode in Home and Dress, Dulcie Donovan (Allyn and Bacon)

Your Clothes and Personality, Mildred Graves Ryan (Appleton Century Co., New York).

Problem 6: How to save and spend wisely.

N.B. This problem belongs also to Community Economics, and to Home Mechanics. It affords a good example to show the possibilities of integration.

Questions to indicate scope of Problem.

What is the amount of the family budget, and how is it apportioned?

What is the amount of my personal budget, and how do I spend it?

What necessities must be provided?

What savings can be made in these budgets?

How can consumers learn the value of the things they buy, and know when they are getting the worth of their money?

What can I do at home to help save money?

Brief outline.

Wise spending is spending for necessities, and getting the full value of the money spent.

Wise saving is the putting by of a surplus after necessities have been provided.

Pupil experiences.

Prepare a family budget and a personal budget.

Save for the family budget by helping with home duties, such as mowing the lawn, doing the ironing, making simple repairs.

References

Consumer Economics, Kennedy and Vaughn (Manual Arts Press, Peoria, Ill.).

Earning and Spending the Family Income, Mata Roman Friend.

Home Mechanics for Girls, J.C. Wooden (McCormack-Mathers, Wichita, Kansas).

Problem 7: How to develop interest for leisure time.

Questions to indicate scope of problem.

What obligations does leisure time bring?

How can I plan and carry out my work so that I can have some leisure time?

How can I spend my leisure time on things that are of most worth?

Brief outline.

Leisure time is time saved by the careful planning and organizing of our work.

Pupil experiences.

Make a plan for spending your own leisure time.

Have class discussions on better planning for use of leisure time.

Plan some form of recreation in which the whole family can take part.

Do some knitting, rug-making, etc.

Arrange flowers,

Arrange and carry out plan for indoor planting.

Make a simple article for home or self, such as pot holder, silver case, table mats, ironing board cover.

Make scrap books or toys.

Make or play games.

References and Illustrative Material

Home Decoration with Fabric and Thread, Ruth W. Spears.

The Girl and Her Home, Trilling and Nicholas (Houghton Mifflin Co., New York).

Foods and Homemaking, Carlotta C. Greer.

Problem 8: How to share in the work in the home.

Questions to indicate scope of problem.

What are the everyday activities which take place in my home?

What attitude should an intelligent girl have toward sharing home responsibilities?

Which of those activities listed are the responsibility of father, mother, and other members of the family?

In which activity do I share?

What else could I do about the house to relieve other members, and assume my fair share of family responsibility?

Brief outline.

Desirable attitude toward home responsibility: consideration for others, kindness, willingness to share responsibility, cheerfulness, punctuality, reliability.

Suggested responsibilities: care of one's bedroom, bathroom, dishes, table setting, serving, entertaining; care of younger children, elderly members of household, etc.

Pupil experiences.

Keep a record of the way in which you spend your time for 24 hours.

From this record, tabulate amount of time you spend on sharing home activities.

Discuss the record with your mother and work out a schedule that will help you perform your fair share of the home tasks.

As a home project, put such a schedule into practice for a specified time.

Keep a list of the things you are doing at home which will train you to take your mother's place, if she were ill or away on a visit.

References

Home and Family, Jordan, Ziller and Brown (Macmillan, Toronto)

Fundamentals of Home Economics, Jensen, Jensen and Ziller
(Macmillan, Toronto).

Problem 9: How can I contribute to social living in the home?

Questions to indicate scope of problem.

How can we contribute to entertainment in the home of
(1) our family, (2) our friends?

How can we share our friends with other members of our family; e.g., our parents, grandparents, etc.?

On a limited budget, what forms of entertainment can be carried on in the home?

Brief outline.

Qualities that make for successful home living are cheerfulness, consideration for others, reliability, honesty, sincerity, kindness, sympathy, friendliness, loyalty, recognition of private rights of individual members and of rights of the family as a whole.

Pupil experiences.

List various means of low-cost entertainment possible in the home.

Make and carry out plans for a family evening at home.

Share in the entertainment of friends in the home.

References

Living with Others, Goodrich (American Book Co.).

The Girl and Her Home: Trilling and Nicholas (Houghton Mifflin, New York).

The Girl Today, the Woman Tomorrow, Hunter (Allyn and Bacon, N.Y.)

Problem 10: How to understand and use desirable social customs.

Questions to indicate scope of problem.

What social customs should I recognize?

How can I become familiar with these social customs?

How can I make these customs a part of my daily living?

How can I make myself a welcome guest?

Brief outline.

Conduct at home, on the street, travelling, at the theatre, movies, concerts, in stores, etc.

Pupil experiences.

Learn how to receive guests.

Learn how to carry on a telephone conversation.

Plan and carry out some simple entertainment.

Have a party.

Plan and carry out a school reception, or other entertainment for the community by the whole school.

References

Living with Others, Goodrich (American Book Co.).

Community Schools in Action, Clapp (Viking Press).

The Girl Today, the Woman Tomorrow, Hunter (Allyn and Bacon).

Fundamentals of Home Economics, Jensen, Jensen and Ziller,
(Macmillan Co.)

Cues for You, Mildred Graves Ryan, (Appleton-Century Co.).

Problem 11: How to assume responsibilities in school and
community life.

Questions to indicate scope of problem.

What responsibilities can I share in my school?

How can I share in community activities?

Brief outline.

Cooperation in class and school activities.

Cooperation with community services; e.g., women's institute, local hospital, school fair, field day, baby clinic, community recreation.

Pupil experiences.

Do some work for the Red Cross or other social-service agency.

Make a survey of the health standards of the community.

Make a survey of the standards of home-making, of child care, of diet, in the community.

Plan a programme of recreation and social education for the community.

Arrange to attend a baby clinic.

Plan the improvements required in the school buildings in order that they may be used as the centre for community education and recreation.

References

Planning the Community School, Engelhardt and Engelhardt, (American Book Co.).

Community Schools in Action, Clapp (Viking Press).

The Community School, Everett et al (Appleton-Century).

Youth Serves the Community, Hanna (Appleton-Century).

Your Home and Family, Graves and Ott (Little Brown and Co.,).

A New First Course in Homemaking, Calvert (Turner E. Smith, Atlanta, Georgia).

References for the Teacher

Integrated Homemaking, Herrington (Appleton-Century, N.Y.).

Guide Book for above, Herrington (Appleton-Century, N.Y.).

Fundamentals of Teaching Home Economics, Spafford (John Wiley and Sons, New York).

A Functional Program of Home Economics, Spafford (John Wiley and Sons, New York).

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Additional References for Pupils

General Books on Homemaking:

Advanced Course in Homemaking, Calvert and Smith (Turner E. Smith Co., Atlanta, Georgia)

Foods, Nutrition and Home Management Manual, Department of Education, Victoria, B.C.

Housewifery, Balderston, (Lippincott, Chicago).

Housekeeping Work Book, Balderston (Lippincott, Chicago).

The Home Economics Omnibus, Harris and Huston (Little Brown and Co., Boston).

Elementary Home Economics, Mathews (Little Brown and Co.).

Personal Etiquette:

Behave Yourself, Allan and Briggs (Lippincott, Chicago).

Everyday Manners, Wilson.

Consumer Buying:

Better Buymanship Booklets, Household Finance Corporation (99 Michigan Ave., Chicago).

Consumer Goods, Reich and Zeigler (American Book Co., Chicago).

When You Buy, Trilling, Eberhart and Nicholas (Lippincott).

Food and Nutrition:

Teaching Nutrition to Boys and Girls, Rose (Macmillan, Toronto)

Canadian Cook Book, Pattinson (Ryan Press, Toronto).

Home Nursing, Health, Child Care:

Home Nursing and Child Care, Turner, Morgan and Collins,

Growing Up, Karl de Schweinitz (Macmillan, Toronto).

Clothing and Textiles:

From Thimble to Gown, Van Gilder (Allyn and Bacon, N.Y.).

Modern Clothing, Baxter and Latzke (Lippincott, Chicago).

Practical Sewing, Iverson (Ryerson Press, Toronto).

Fashion Book Manuals:

Vogue -- Book of Smart Dressmaking.

McCall -- Sewing Manual.

Simplicity -- Sewing Manual.

Butterick -- Sewing Manual.

Textiles:

Textile Fabrics, Dyer (Houghton Mifflin Co., Chicago).

A Guide to Textiles, Evans and McGowan (John Wiley and Sons, N.Y.).

For Boys:

The Boy and His Daily Living, Burnham Jones and Redford
(Lippincott, Chicago).

Magazines:

Practical Home Economics, Lakeside Publishing Co., 468 Fourth
Avenue, New York.

Forecast, Forecast Publishing Co., 140 North 6 Street,
Philadelphia, Pa.).

APPENDIX N

1952

University of Alberta

Special Certification			
Subject	Certi- ficate	Credits Required	Teaching Privileges
Home Economics	Junior	H.Ec. 11 or (H.Ec. 51 and H.Ec.2) and H.Ec. 12.	Grades VII, VIII, and IX. Home Economics 1
	Senior	Two of H.Ec. 44, H.Ec. 45 and H.Ec. 46 in addition to the requirements for the Junior Certificate.	Home Economics 2
	Advanced....	Teacher's certificate carrying grade 12 teaching privileges together with B.Sc. in H.Ec. degree.	Home Economics 1 Home Economics 2

Household Economics 11 -- Foods 10 hrs. lect., 15 hrs. lab.

An elementary study of the fundamental principles of nutrition; the composition, manufacture, food value, economic selection of various food materials; the general principles of cookery with laboratory practice in food preparation, meal planning and service.

Household Economics 12 -- Textiles and Clothing

10 hrs. lect., 15 hrs. lab.

(a) Textiles -- A study of the composition, physical properties

and manufacture of fabrics, and the influence of these on selection and on methods of cleaning.

- (b) Clothing -- Selection -- A study of the principles of design in relation to the individual and the environment. Construction -- The construction of various types of garments from commercial patterns.

Household Economics 44 -- Economics of the Household and

Nutrition

10 hrs. lect., 15 hrs. lab.

Economics of the Household: Household production; the home as a business; the income and its expenditure; budgets; standards of living; consumer education.

Nutrition: Meal planning and serving; low cost diets; school lunches.

Text-books: Nickell and Dorsey, Management in Family Living; Sherman and Lanford, Essentials of Nutrition.

Prerequisites: H.Ec. 11 and 12, and Chem. 42.

Household Economics 45 -- Color and Design

10 hrs lect., 15 hrs. lab.

A study of the principles of color and design, and the application of these principles to home planning and furnishing and handicrafts.

Prerequisites: H.Ec. 11 and 12.

Household Economics 46 -- Advanced Clothing and Special

Problems in Household Economics 10 hrs.lect. 15 hrs.lab.

Prerequisites: H.Ec. 11, 12.

It is strongly recommended that students have also Household Economics 45 as a prerequisite for Household Economics 46.

Summer Session, 1952

APPENDIX O

Enrolment of Pupils in the Homemaking Elective Courses												
	1943 -44	1944 -45	1945- 46	1946 -47	1947 -48	1948 -49	1949 -50	1950 -51	1951 -52	1952 -53	1953 -54	
Homemaking 1	121	115	480	163	181	240	172	378	303			
Homemaking 1a								21				
Homemaking 1b								20				
Homemaking 2	42	68	97	79	55	82	92	101	80			
Homemaking 3	8	15	75	19	20	25	35	11	15			
Fabrics and Dress 1	160	156	221	144	247	309	473	625	657			
Fabrics and Dress 1a						98		127	184			
Fabrics and Dress 1b						3		43	66			
Fabrics and Dress 2	41	77	171	100	67		73	118	157			
Fabrics and Dress 2a									1			
Fabrics and Dress 3	8	20	33	24	20		22	18	31			
Arts and Crafts 1												
Arts and Crafts 1a		74	267	24	88	128	123	131	241			
Arts and Crafts 2									30			
Arts and Crafts 2a		42	91	4	38	32	32	44	32			

APPENDIX P

Statistics Relating to Home Economics Centres and Staffs											
	1943 -44	1944 -45	1945 -46	1946 -47	1947 -48	1948 -49	1949 -50	1950 -51	1951 -52	1952 -53	1953 -54
H.Ec. Depts. in operation	104	128	112	113	121			167	165		
No. of teachers on circuits	10	15						27	24		
No. of centres on circuits	36	52	50	59	18			81	67		
New centres opened	12	8			8	No	No	19	9		
Centres closed which reopened	7	16			3	available reports		9			
Centres where instruction was discontinued because of lack of teacher	21	11	16	5	2 circuits loan-tre	available reports					
No. of full time teachers	42	48	50	60	60			80	95		
No. of part time teachers	36	32	20	20	31			33	29		
Total no. of teachers	78	80	70	80	91			113	124		
New accommodation for existing centres								3	14		
No. of private schools								2			

APPENDIX Q

Enrolment of Pupils in Classes in Home Economics											
	1943 -44	1944 -45	1945 -46	1946 -47	1947 -48	1948 -49	1949 -50	1950 -51	1951 -52	1952 -53	1953 -54
*H.Ec. Gr. VI							173	93			
H.Ec. Gr. VII	2018	41 1821	194 1925	26 1475	111 2016	162 2486	237 2664	141 3037	153B 2845G		
H.Ec. Gr. VIII	2735	55 2347	72 1972	32 1659	98 2359	63 2711	170 2683	93 3461	83B 3406G		
H.Ec. Gr. IX	1982	64 2182	117 2087	67 1628	233 2250	150 2607	89 3427	143 3186	80B 3531G		
(160 6250	383 5984	125 4762	442 6625	375 7804	496 8774	377 9684	316B 9791G		
	6681	6510	6367	4887	7067	6179	9270	10061	10107		
H.Ec. 1 B G		7 599	26 917	2 236	8 810	16 840	822	29 1131	23 945		
	642	606	943	238	818	856	822	1160	968		
H.Ec. 2 B G		13 148	13 198	2 320	36 138	9 290	267	3 318	1 361		
	230	148	211	322	174	299	267	321	362		
Needlework B G		4 358	21 429	1098 1573	2 271	21 289	250	7 237	5 174		
	353	362	450	2671	273	310	250	244	179		
**S.O.C.							29	29			

*H.Ec. - Home Economics

**S.O.C. - Special Opportunity Class

APPENDIX R

The Canadian Home Economics Association
Box LV, 290 Vaughan St., Winnipeg, Manitoba

Careers for Which Home Economics Training
is A Preparation

Papers on the sectional theme, "Careers for Which Home Economics Training is a Preparation," were received from Canada, France, The Netherlands, Norway, Sweden, Switzerland, the United Kingdom, and the United States of America.

Four very broad general ideas were apparent in the papers presented.

1. The ideal of service to individuals and to families is an important characteristic of all careers for which home economics training is a preparation.
2. Home economics careers have remained closely related to the traditional concept of the functions of the home.
3. Teaching of homemaking subjects is the most important gainful occupation for persons with home economics training.
4. The positions which persons with home economics training might fill are more numerous than the persons with home economics training who are available for these positions.

The tendencies affecting careers in home economics seem to be:

1. Increased recognition of the carryover of homemaking interests and family life principles into professional careers outside the home.
2. Increased number of different careers in home economics.
3. Increased employment of home economists to interpret scientific data for the benefit of individual and family wellbeing.
4. Increased recognition of the amount of scientific knowledge required for many of the careers in home economics and addition to the educational requirements accordingly.
5. Development of home economics careers in response to changes in homemaking practices.
6. Development of home economics careers in response to the social development of the individual nation or its work outlook.
7. Awareness of need to safeguard standards and create professional attitude through professional associations.

The general fields of work which offer careers to women (and some men, too) with home economics training are: teaching in schools:, teaching in adult education and in extension programs, dietetics and nutrition; journalism, radio and television; institution administration; research; and community service.

Suggested questions for discussion at the Congress are presented in the general report.

APPENDIX S

Questionnaire

At the present time the Home Economics courses for Alberta High Schools are being revised. We are anxious to plan courses that will be of real interest and use to you, the students. Would you please give us your opinion by answering the following questions. We should be glad to have you consult your parents in replying to the questions asked.

1. In Grade X you make a tentative outline of the high school subjects you are going to take to complete your vocational pattern needs. If you are able to include some Home Economics subjects, how many credits would you be able to take during your whole high school career?

5?	10?	15?	20?	25?	30?	35?	50?	45?	50?
4?	8?	16?	24?	32?	40?	48?	42?	52?	

2. Are you interested in home economics because:

- (1) You wish to be a good homemaker or housekeeper when you marry?
- (2) You wish to become a home economics teacher?
- (3) You want to become a dietitian in a hospital?
- (4) You plan on going to university and want to enter some field of home economics -- foods, textiles, interior decoration, designing?
- (5) You intend going in training and think a study of foods would be of benefit?

- (6) You believe a knowledge of sewing would help you to be a better dressed secretary?
- (7) You wish to study home nursing and child care?
- (8) You are interested in buying or selling household furnishings and equipment and believe these courses would be helpful?
- (9) You desire to work in a dress store and believe these courses would help you to be a better informed saleslady?
- (10) You are interested in becoming a dressmaker?
- (11) You would like to own and run a tea-room?
- (12) You intend being a nurse's aide?
- (13) You think these courses are easy, snap courses with little danger of failure?
- (14) You believe these courses won't entail any homework?
- (15) You like to do things with your hands?
- (16) You don't like reading and learning facts?

Other reasons -

Would you like to study a little bit about a lot of different topics as in Grades 7, 8, and 9 or would you prefer to study one subject in great detail?

List the subjects you are interested in, in order of your preference.

I. Foods.

- (1) Studying value of food to health.
- (2) Making food and eating it.
- (3) Learning various ways of serving food.
- (4) Learning to buy food.
- (5) Making various types of party foods.
- (6) Learning to plan menus for various types of meals.

II. Clothing.

- (1) Making clothes that you can wear.
- (2) Learning to remake clothes.
- (3) Learning what kinds of clothing you should wear.
- (4) Studying various kinds of material, names, weaves, prices.
- (5) Finding out what kinds of materials are most suitable for coats, dresses, slacks, etc.
- (6) Finding out how to clean clothes, remove spots, press, etc.
- (7) Finding out how to repair or mend clothing.
- (8) Studying the clothing worn by the Romans, Greeks, Egyptians, etc.
- (9) Finding out when the first sleeves were put in dresses, when sewing machines were first made, when women first wore make-up.
- (10) Finding out what kind of hat suits you best.

III. Home Nursing.

- (1) Learning to bath a patient.
- (2) Finding out what to feed a 2 year old child.
- (3) How to nurse a person who has mumps.

Questionnaire for Boys

If you had the opportunity would you be interested in a 5 credit General Course in Home Economics?

Would you be interested in knowing how proper selection of food affects your health and appearance?

Would you like to cook? What type of food?

Would you be interested in clothing selection, and care -- getting the most for your money? Good grooming? Social etiquette? How to get along with others?

Would you be interested in a 5 credit Foods and Nutrition Course?

Would you be interested in taking the following course with girls?

Home Nursing and Child Care

Homes and Home Furnishing

at the Grade XI or XII level?

What other topics would you be interested in?

APPENDIX T

Department of Education -- Alberta
Report of Supervisor of Home Economics

Guide for Evaluating

The Instructor

- is alert, enthusiastic, poised, cheerful, patient, courteous;
- is competent in her field, resourceful, tactful and professionally progressive;
- has an understanding of adolescent psychology;
- appreciates the aims and objectives of general education and of Home Economics;
- is neat and well groomed;
- is guidance conscious;
- keeps records of daily lessons, student projects and test scores, of money transactions, equipment and library books;
- is school and community minded.

The Pupils

- are developing a spirit of inquiry, desirable habits of neatness, self-reliance, cooperation and industry;
- are learning to evaluate their own work for efficient performance of every task;
- are acquiring an interest in and knowledge of all the phases of Home Economics.

- are learning to appreciate good design.

The Home Economics Center

- is well planned, properly equipped, and suitably organized for implementation of the courses of study;
- is attractive, neat and clean;
- provides an hospitality corner which aids in gracious living;
- has a library of reference material;
- is in process of improvement;
- is an exemplification of good safety practices.

APPENDIX U

The A.T.A. Magazine - December, 1953

Volume 34, Number 3

Special one-year course in home economics at the University
of Alberta 1954-55 Session

A special one-year programme in Home Economics is being planned by the University of Alberta for certificated teachers wishing to teach Home Economics and wishing to qualify fully therefor in one year instead of in four or five summer sessions. This projected programme is planned for the 1954-55 University session. Interested teachers are assured that there are many favorable teaching positions open in the Home Economics field and that improvement in status on salary schedules will overtake in three or four years the cost of attending University for one winter.

The programme will include Chemistry 42; Household Economics 11; Household Economics 12; Household Economics 44; Household Economics 45; and the education methods course, Education 280S (Household Economics Section).

Household Economics 11 and 12 normally qualify a certificated teacher for the Junior Certificate in Home Economics (teaching privileges valid up to and including Grade X Home Economics)! This together with two of Household Economics 44,45,46 qualify for the Senior Certificate in Home Economics (teaching privileges valid in all grades).

Anyone who already holds credit in one of the courses mentioned, may enrol in the programme, substituting another approved course for those in which such credit is held. All courses in this special programme, including substitute courses when approved, carry credit on most regular B. Ed. programmes, but interested candidates are requested to check with the Faculty of Education general office on this point. Since the special programme requires considerable early planning, and since its feasibility depends on an adequate registration (possibly twenty students), it is requested that anyone interested get in touch with Miss A. Berneice MacFarlane, Supervisor of Home Economics, Department of Education, Edmonton.

APPENDIX V

1947

Program of Studies for the High School

Home Economics 1 and 2

Home economics education has as its major objective the improvement of personal living, and of home and family life.

In order to accomplish this result, the student must be taught to formulate desirable ideals and standards in regard to individual and family living. She should learn to appreciate the worthwhile functions of a home, to learn the pleasure which can be derived from homely tasks well done for the welfare of a member of the family, or the family as a whole. She should gain an understanding of the contributions of science, social studies and art to the improvement of home and family life.

Facts should be acquired, not for their own sake, but to enable pupils to solve present and future problems of living. Learning experiences should be selected to fit the environment of the learner and her previous experience. The instructor must begin where pupils' interests now are, and help each student to choose her best interests and develop them into something better. The home economics program endeavours to grasp the many aspects of personal and home living as an integrated whole rather than as separate and segregated phases of

life. Education for personal and family living involves the whole individual -- mentally, physically, emotionally and socially.

The program in home economics is very flexible, one readily adopted to the many circumstances which occur in high schools throughout the province. In some cases girls enter high school with three years' intensive training in integrated home-making, while in the same class are pupils with no home economics training whatsoever.

Many of the smaller schools find it necessary to combine Home Economics 1 and 2 in the same class period. For this reason the course is being outlined in a number of units. It is expected that each year's course will consist of four or five units of work. When Home Economics 1 and 2 are combined, the same unit should not be chosen for two consecutive years, but probably will be chosen for two alternate years. The units selected should be the ones for which there are evidences of need in the community.

It is expected that each year's work will include at least one unit on foods and one on clothing construction. The actual class organization will vary with the number of girls in the class, the amount and type of equipment and the particular unit of work being covered.

Where Home Economics 1 and Home Economics 2 are not combined in the same class period, the following units are suggested:

Home Economics 1

Becoming clothing

A problem in clothing construction

Construction of children's clothing

A remake problem in clothing

Food and meal planning

The school lunch

Home nursing

Child care

Home mechanics

Time and money management

Intelligent buying

Party refreshments

Home projects

Home Economics 2

A remake in clothing

Advanced problem in clothing

Advanced problem in tailoring

A home for happy living

Preparation for the responsibilities of marriage

Production of food through gardening and preservation

The school lunch

Batters and doughs

Party refreshments and entertaining

Home projects

Home Projects or Home Experiences

Regardless of what is accomplished in the school, home economics teaching cannot have reached its goal until living conditions and housekeeping techniques in the home have improved. Working in a carefully planned and supervised home-making centre is different altogether from working in a home where circumstances cannot be so well controlled. The home project should be the most important part of the program of home economics education.

The home project is a guided home experience in which the girl learns to apply, in a true family setting, what she has learned at school.

The initial step in home project work should be home practice which consists of repeating at home what the pupil has done at school, or what the teacher has demonstrated. It has for its aim the development of skill, and is chiefly a "doing" job. A home project is a more important piece of work than home practice, and differs from it in that it involves not only skill but managerial ability as well. A project is not merely a doing job, but in addition is a studying, planning and managing job.

Requirement for Home Projects

The teacher should definitely state the requirements.

Number of projects:

During the year the pupil should complete three or four projects in two or three different phases of home-making.

(When the home projects is introduced for the first time, and is new to teacher, pupil and parent, perhaps one home project is all that should be attempted the first year.)

Time requirement:

No time requirement should be set, as it may lead to intentional exaggeration of time required for a particular task, or the pupil may be inclined to dawdle at the work in order to occupy more time. A time record should be kept, however, in order to gain an understanding of time required for different tasks, and also to encourage the pupil to complete routine tasks in less time.

Choosing the project:

1. The project must parallel or follow class room instruction,
2. The project must be of interest to the pupil,
3. It must meet the needs of the student and her family,
4. The project must be difficult enough to challenge the ability of the pupil, yet simple enough that goals set for the project can be attained.

Home contacts:

Good project work cannot be carried on with only a general

understanding of community conditions. To give proper guidance of home projects the teacher must understand the viewpoint of the girl and her family. There cannot be proper pupil growth in project work unless the girl has the support of her family. A series of home visits is necessary.

Purpose of home visits:

1. To get acquainted with home conditions.
2. To gain the cooperation of the family.
3. To ask the advice of the mother about what she would like her daughter to gain from her home experiences.
4. The purpose of later visits will be to check on the progress or to evaluate the completed project.

Method of Teaching:

1. Pupil chooses project after consultation with family and teacher.
2. Work plans are made for accomplishing desired goals.
3. Records are kept of work done, material used, etc.
4. Conferences are held between teacher and pupil to ascertain progress that is being made by the student, and to assist pupil with problems which arise.
5. Teacher and pupil evaluate project:
 - i. Have the desired aims been accomplished?
 - ii. What pupil growth has resulted?

(More detailed information concerning the procedure to be used when introducing a home experience programme can be obtained upon request from the Supervisor of Home Economics, Department of Education.)

Foods and Meal Planning

I. An Adequate Diet -- See Kitchen wall charts

Nutrition Division

Department of Pensions and National
Health.

Vitamins and results of their deficiencies

Foods rich in the different vitamins

Minerals essential to health

The best food sources

"Minerals and vitamins from the grocery store not
at the drug store"

Purchasing of fruits, vegetables, meat, staples

Storing of fruits and vegetables, milk, meat in the home

Milk -- nutritive value

Ways of incorporating milk in the diet

Principles of cooking milk dishes

Cereals -- especially whole grain

Nutritive value

Ways of incorporating cereals in the diet

Fruits and vegetables -- nutritive value

Cooking of fruits and vegetables, fresh, canned,
quick frozen, dehydrated

Meat -- Different cuts; relative nutritive values and
methods of cooking the different cuts; boiling,
broiling, roasting, frying, braizing, etc;
cookery, fish cookery.

Eggs -- Nutritive value

Principles of egg cookery

(cookery of eggs and milk may be studied together.)

Cheese dishes -- oven poaching of cheese and eggs

left-over dishes

fruit and vegetable salads and their contribution to the diet.

Meal planning:

1. To include the essentials of an adequate diet.
2. Pleasing combinations.
3. Varieties in color, temperatures, textures and flavor.

II. Batters and Doughs

Leavening agents -- air, steam, carbon dioxide -- and method of producing those in batters and doughs: phosphate, tartrate and alum phosphate baking powders, and the proportions of each which should be used. Substituting soda and sour milk in a recipe that calls for baking powder and sweet milk and vice versa. The qualities of bread and pastry flours. Making of batters and doughs in which the different leavening agents are used:

Muffins	Cakes -- with and without shortening
Tea Biscuits	
Griddle Cakes	Pastry
Waffles	Cookies
Yeast Breads	Popovers
	Cream Puffs

III. Party Refreshments and Entertaining:

Sandwiches, canapes, hors d'oeuvre, fancy cakes and cookies, salads, candies, frozen desserts.

The School Lunch

More and more children are travelling to school in vans. For this reason some means of providing a hot school lunch for these pupils is becoming important. Where a school is equipped to teach home economics, it is expected that every effort will be made to use this equipment to provide a hot lunch. Part of the cooking course should be devoted to the planning, preparation and serving of at least one hot dish each noon. Each girl in turn should have the responsibility of purchasing and supervising preparation of the food.

Where this scheme has been put into operation, it has been found that one hot dish per day costs from 3¢ to 5¢ per pupil.

The objectives of the scheme are:

1. To provide good food for hungry pupils
2. To develop a sense of responsibility
3. To develop an appreciation of the time and effort spent in planning, selecting, preparing and serving food.

Reference -- School Lunch Bulletin, Extension Division,
Department of Agriculture, Edmonton.

Home Production of Food Through Gardening and Preservation

This unit affords excellent opportunities for correlation

with home practice, e.g. planting tomatoes in the spring, transplanting into garden, summer care, preservation of tomatoes in the fall for family use in the winter.

Reference -- Seed catalogue from a reputable firm is one of the best authorities.

Plan the amount of space in the garden which should be devoted to each vegetable in order to supply the family needs for the whole year.

Encourage introduction of vegetables not generally grown - e.g. broccoli, new varieties of squash, etc.

Storing of vegetables in the root cellar.

Drying of vegetables (Bulletins, Department of Agriculture)

Causes of food spoilage:

1. Bacteria growth
2. Yeasts
3. Moulds
4. Botulism

Methods of counteracting the above.

Treatment of vegetables between time of picking and cooking to conserve minerals and vitamins.

Canning vegetables -- hot water bath

pressure cooker

fractional sterilization

The place of home canned vegetables in menu planning.

Clothing Unit

I. Becoming Clothing:

a. Study of Fabrics -- Type of fibre

Manufacture of fabric - briefly

Weaves

Finishes

Designs

Dyes

Labels

Durability

Tests - lye test

acetone (fingernail polish

remover for acetate rayon)

burning test

Laundering and cleaning of different
fabrics

Stain removal

b. Purchasing of clothes --

coats undies

dresses foundation garments

shoes hats

hose accessories -- gloves, etc.

When should we buy ready-made clothes and when should we make our own? What lines and colors are becoming to different figures and complexion?

II. A Problem in Clothing Construction:

If the student has not had home economics in the intermediate grades she should be required to make her first garment of cotton. A print dress or pinafore, flannelette pyjamas, or a cotton blouse are possibilities.

Selection of pattern and material -- correct size, becoming in line and color, suitable for the girl and for the occasion; material -- suitable to the style; trimmings.

Alteration of pattern and cutting of garment.

Construction and fitting of garment.

Record of clothing constructed -- (Records as in Practical Home Economics magazine -- April, 1946.

Samples of these records will be supplied by the Supervisor of Home Economics upon request.)

III. Construction of Children's Clothing:

Styles which make it easy for the child to dress himself.

IV. A re-make problem in clothing construction:

- (a) remodelling a dress
- (b) making a child's garment from an adult's
- (c) making a skirt from a pair of men's trousers
- (d) making a girl's jacket from a man's
- (e) making a skirt or jumper from a coat.

V. Advanced problem in clothing (The wool or rayon garment)

VI. Advanced problem in tailoring (The suit or coat)

VII. Handicrafts -- Knitting

Crocheting

Weaving - card, weave-it, or loom

Embroidery

Textile painting

Quilting

Rug-making

Arrangements may be made with the industrial arts instructor for the girls to do a woodwork project under his instruction.

A Home for Happy Living

This may be taken as one large unit, or the smaller sections may be studied as individual units.

The Girl and Her Room

Suitable floor and wall finishes for bedrooms

Bedroom wall papers for large or small rooms, bright or dull rooms

Pictures suitable for bedrooms

Color scheme for bedrooms

Furniture - desirable finishes

Points to consider when buying springs, mattress, sheets, blankets, pillows, etc.

Furniture arrangement

Adequate lighting in bedroom

Care of bedrooms - bed-making

care of mattress and bedding

arranging dresser drawers, etc.

A study corner in the bedroom

Personal daintiness - bathing

use of deodorants

care of hair

cosmetics

upkeep of clothing and shoes

Sharing room with a sister

Provision for towels, basin, etc., when there is no
bathroom in the house

Suggested home projects:

Arrangement of clothes closet - shoe racks, etc.

Improvising of clothes closet

Construction of dressing table, shelves, laundry bags, etc.

Construction of spread and drapes

Construction of rugs for floor

Prevention of damage of clothes moths

The Living Room

Purpose of the living room

Art principles applied to the living room - balance,
proportion, rhythm, emphasis, harmony

Effects of color

Furniture arrangement

Adequate lighting

Points to consider when buying chesterfield, chairs,
rugs, lamps, etc.

Choosing and hanging pictures

Care of houseplants in living room

Cut flower arrangements

Accessories - mirrors, tapestries, plaques, candles,
magazine racks, etc.

Care of furniture and rugs

Courtesies observed in the living room - introductions, etc.

Sharing the living room with members of the family

Sharing the radio - a time schedule for the radio

Entertainment for the whole family

What children do when parents entertain

What parents do when children entertain

Storage of games, etc.

Suggested Home Projects:

Entertainment within the family

Refinishing pieces of furniture

Slip cover chesterfield or chair.

The Kitchen

Suitable floor, wall and cupboard finishes

Kitchen cupboards; toe cove, space for utensils and lids,
shallow shelves for storing linen, spice shelves, etc.

Storage space for housekeeping supplies

Convenient arrangement of work centres

Correct heights for working surfaces

Equipment - purchasing and care of stoves

refrigerators

sinks and fixtures

utensils

mix masters etc. (Do you use it enough to
justify the cost?)

Kitchen linens

Garbage disposal

Care of plumbing - prevention of clogged pipes

cleaning the trap

Arrangement in kitchens without water and sewage disposal

Prevention of accidents in the kitchen

Provision for use of kitchen other than food preparation

Laundry

Place for baby

Rocking chair for grandma

Serving meals in kitchen

Suggested Home Projects:

Brightening the kitchen with fresh paint, colorful
curtains, etc.

Check kitchens at home to discover if unnecessary steps
are required when performing tasks. Are more cupboards
needed?

The Dining Room

Decoration of the dining room

Suitable colors

Wall and floor finishes

Purchasing of dining room furniture, table linen, china,
silver, glassware

Storage of linen, silver, etc.

Table setting and service

Dining room etiquette

Cleaning silver

Laundering linen

Other uses of dining room -- for sewing, study, play room,
etc.

Suggested home projects:

Making every family meal a happy social occasion

Construction of place-mat sets, hot-dish pads, etc.

Bathroom

Suitable wall and floor finishes for bathroom

Color scheme

Bathroom fixtures

Devices to prevent accidents -- hand grips, electric
switch in the hall, etc.

Storage for towels, soap, etc.

Curtains for privacy

THE HISTORY OF

THE UNITED STATES OF AMERICA

FROM 1776 TO 1876

BY JAMES M. SMITH

IN TWO VOLUMES. VOL. I.

NEW YORK: 1876.

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THE HISTORY OF THE UNITED STATES OF AMERICA

FROM 1776 TO 1876

Keeping the bathroom clean: cleansing agents to be used

individual responsibility of family members

Sharing bathroom with family members and guests

Plumbing and sewage system

Putting new rubber washer in a faucet

Preventing plugged pipes

Installation of water systems in rural homes

Bathroom facilities in homes without water systems

Suggested home projects:

Cooperation among family members in use and care of
bathroom

Planning the House

Choice of location

Build or rent

Installation buying of house or furnishings

Fire insurance

Floor plans

Plans for basement:

Heating system

Laundry equipment

Arrangement of laundry

Vegetable and fruit storage

Avoiding accident and fire hazards

Landscaping and yard

Suggested Home Projects:

Planting and growing of flowers

Care of lawns and flowers

Preparation for the Responsibilities
of Marriage

Qualities Necessary for Success in Marriage

Sincerity

Honesty

Tolerance

Unselfishness

Consideration of others

Cheerfulness

Responsiveness to moods and interests of others

Ability to adjust to changing situations

Wholesome attitude toward sex

Choosing a Life Partner

Social, educational, economic background

Effects of heredity

Problems to be Discussed during the Engagement

What type of wedding is desired?

Where will the honeymoon be spent?

How much money will be spent on the honeymoon?

Where will permanent residence be established?

What personality traits may cause conflicts and how may
these traits be modified?

Will they retain membership in different churches?

Are there other members of the family which may be the
cause of conflicts?

Will the wife continue to work after marriage?

How will the income be spent?

How many children are desired?

etc.

The Hygiene of Pregnancy

References:

Alberta Mother's Book - Department of Public Health,
Edmonton.

The Canadian Mother and Child - Department of Pensions and
National Health, Ottawa.

(Also obtainable from Provincial Department of Health,
Edmonton.)

Child Care

Taking care of children while mother has an eveing out --
"baby-sitting"

General Care of the Infant

Food, clothing, bathing, etc., (See Canadian Mother and
Child, Department of Pensions and National Health,
Ottawa.)

The Pre-School Child

Food for the toddler

Clothing for children

Teaching a child to speak good English

Teaching a child to be cautious but not fearful.

Teaching honesty to a child

Training in obedience

How and when to punish children

Training in toilet habits (McCalls' Magazine, January 1945)

(Child Welfare Problems in Habit Formation and Training, Canadian Welfare Council, Ottawa).

Teaching a child to like the foods he should have

Entertaining Children

Toys for children

Choosing stories for children

Children's parties

Every home economics department should sponsor the serving of food to under-nourished children in the school. Tomato juice, orange juice, cod liver oil, milk, a nutritious pudding, etc. could be served. A graph showing gains in weight should accompany this project.

Home Nursing

1. Qualities of a good home nurse
2. Gaining the cooperation of the family in caring for the patient.
3. Converting an ordinary room into a sick room
4. Care of the patient

Equipment necessary

Bathing patient

Routine nursing procedures (See Red Cross Manual.)

5. Invalid cookery - including diets to gain or lose weight
 - Serving meals to a bedridden patient
 - Arranging an attractive tray
6. Entertainment for the invalid
 - Toys for children
 - Games, handicrafts, etc. for the convalescent
7. Housecleaning after communicable diseases.

I. Intelligent Buying

Learning to evaluate advertising and salesmanship

Installment buying

Consideration for sales people

Studying labels

Buying of clothes - yard goods, shoes, coats, hosiery, etc.

Buying food

Labels on canned goods

Grades of meat, butter, eggs, etc.

Buying of furniture and household furnishings

Construction and finish of furniture

Construction of carpets, etc.

Buying of household appliances

Vacuum cleaners, washing machines, refrigerators, etc.

II. Home Mechanics

Problems as outlined in "Home Mechanics for Girls" - Woodin

III. Time and Money Management

Need of planned family spending

A budget pattern

Food and clothing budgets

Time schedules - daily, weekly, and seasonal care of home

Alloting tasks to family members

IV. Conservation of Food and Clothing

Making clothes do

Remaking and remodelling clothing

Conservation cookery

Sugar and fat saving recipes

Needlework

Under certain conditions it may not be possible to offer the full home economics course, particularly the foods section; but it may be feasible to do some work in sewing with the girls. These conditions are more likely to occur in rural or smaller urban schools where the class may be small and the facilities limited. The organization of a hand needlework class is simple; and the necessary equipment is not elaborate, being little more than a thimble, a needle and some thread. The student's desk may be the work table and the materials with which to work may be brought from home. Boys may be interested in certain types of needlework.

While no minimum requirements are set out in the course, the teacher will be held responsible for seeing that a reasonable amount of sewing is accomplished. Each student will be required to work to her capacity, and her final grading will be determined in terms of what is actually achieved in relation to her ability.

The teacher will be the judge as to the assignments any student may be given.

A carefully kept notebook is essential for each pupil, but this should not be stressed at the expense of actual achievement. Samples of work in textiles, colour schemes, pictures and clippings are properly included in the notebook, but even this may be overdone. This book should be available to the supervisor, who will give it careful consideration in evaluating the status of the pupil and the type of work being done in the class.

A daily diary, record or log shall be kept in a separate section of the notebook.

Provision should be made for a reference library, which should be readily accessible to the pupils. Assignments should be made frequently which call for the use of the reference library.

The nature of the fabrics used will be studied with respect to type of fibre, cotton, linen, silk or rayon; weave, qualities, and for the purposes of design. This work should be done incidentally when these fabrics are being used.

A. Construct and decorate some household article, such as a towel, pillow slip, sewing bag, shopping bag, laundry bag, knitting bag, chesterfield set, using various sewing stitches; such as basting, hemming, overhanding, overcasting, running, backstitching, where strength is required; and decorative stitches, such as outline stitch, chain stitch, blanket stitch, hemstitch, cross-stitch, button-hole stitch as for scallops, satin stitch.

B. Construct and decorate with the use of a pattern some simple garment, such as apron, slip, pyjama set. Embroider or applique a monogram or a simple pattern, using colour.

With the use of a pattern construct a simple blouse, or house dress.

These garment problems will involve simple construction processes such as the making of collars, cuffs, plackets, button-holes; and attaching fasteners, such as buttons, hooks and eyes, and dome fasteners.

C. Needlecraft - knitting, quilting, cutwork, drawn work, crocheting, needlepoint, cross-stitch, weaving (weave-it"loom") as applied to some useful article.

Requirement

At least two articles must be completed, one from "B" and one from "A" or "C". This requirement is a minimum. The capable student may achieve more - one article from each group, or even more.

Care and repair of textile articles. Mending, patching, and darning; laundering; removal of spots and stains.

Reference BooksArt

Art in Home and Dress - Trilling

Elements of Interior Decoration - Whiton

Home Decoration - with Fabric and Thread - Spears

Child Care and Home Nursing

Care and Guidance of Children - Goodspeed

Home Nursing and Child Care - Turner et al

Simplified Nursing - Dakin

Clothing and Textiles

Fabrics and Dress - Rathbone and Tarpley

Fabrics - Denny

Guide to Textiles - Evans and McGowan

Our Clothing - Baxter

Practical Dress Design - Erwin

Practical Sewing - Everson

You and Your Clothes - Baxter and Latzke

Your Clothes and Personality - Ryan

Consumer Education

Consumer Economics - Kennedy and Vaughan

Consumer Goods - Reich and Siegler

Consumer Training - Heil

Earning and Spending the Family Income - Friend

You and Your Money - Trilling

Family RelationshipThe Family and Its Relationship - Groves, Skinner and SvensonHome and Family - Jordan et alHome and Family Living - Justin and RustLiving with Others - GoodrichLiving Your Life - Drawford et alOur Home and Family - BaxterOur Share in the Home - BaxterSharing Home Life - Baxter and Justin and RustFoods and NutritionCanadian Cook Book - PattinsonEveryday Foods - Harris and LaceyFood and Family Living - CorrellFoods and Homemaking - GreerFoods and Nutrition and Home Management ManualHome Guide to Modern Nutrition - PhillipsMeal Planning and Table Service - BaileyOur Food - BaxterVitamins, What they are and How They Can Benefit You - BorsookTable Service and Decoration - GunnVitality through Planned Nutrition - DavisHome ManagementHousekeeping Handbook - BalderstonHousewifery - BalderstonYour Home and You - Greer

Home PlanningMaking Homes - SchultzPersonality and EtiquetteBehave Yourself - Allen and BriggsCues for You - RyanEveryday Living - Harris, Tate and AndrewsEveryday Manners - WilsonIf You Please - AllenManners for Moderns - BlackThis Way, Please - BoykinGeneral ReferencesThe Girl Today, The Woman Tomorrow - HunterAdvanced Course in Homemaking - CalvertFundamentals of Home Economics - Jensen, Jensen and ZillerThe Girl and Her Home - Trilling and NicholasThe Girl's Daily Life - Van Duzer et alNew Home Economics Omnibus - Harris and HustonNew Elementary Home Economics - MatthewsFirst Course in Homemaking - CalvertProblems in Home Economics - Trilling et alTeachers' ReferencesFeeding the Family - RoseA Functioning Program of Teaching Home Economics - SpaffordFundamentals of Teaching Home Economics - SpaffordA Guidebook for Homemaking - HerringtonHealthful Living - Williams

Homemaking (An Integrated Teaching Program) - Herrington

Housekeeping Handbook - Balderston

Needlework in Education - Graham

Teaching Nutrition to Boys and Girls - Rose

The Teaching of Homemaking - Hatcher and Andrews

APPENDIX WDepartment of EducationAlbertaSpecial Regulations of the DepartmentRelating to the Technical SubjectsOf the Programme of Studies for High Schools

Credits will be secured in Shop Subjects for the first and second year on the following basis:

Drawing and Design	2
Theory	2
Practical Work	<u>4</u>
	8

Credits for the third year Shop Subjects will be secured on the following basis:

Theory including Drawing and Design	2
Practical Work	<u>8</u>
	10

Drawing and Design (Girls)

(This subject is essential as a part of Fabrics and Dress 1 and Homemaking 1)

Figure Drawing

Several times during the year figure drawing should be introduced as a preparation for second year work. Study proportions and relations of different parts of human figure,

and give timed pose drawings of figures in standing position. At least eight such studies should be made, one every month.

Principles of Design

A study of the principles of proportion, dominance, balance, rhythm and unity. This section of the course differs from that of the boys' course, only in the selection of illustrative material and drawings done by students. These should be related to dress, home craft, etc. Pupils should be allowed to work on large 12" x 18" sheets of material if available. (This section should be completed by the end of the first term.)

Colour

The study of the colour circle, intensity, values, and six different pleasing colour combinations.

These should be definitely connected with everyday associations such as dress, walls of rooms, dishes.

Units

Conventionalize a motif either from nature or simple abstract. Show variations of this as follows: a change of outline; a change of proportion; a change of texture; a change of colour; a change of internal parts.

A definite design for practical use should follow this. The unit may be varied for quilt pattern, cutwork, solid embroidery, cross stitch, lace, china, pillowcase, vases.

Application of Design Principles

(a) Italian Quilting

Teach single line and Italian quilting. Work out a pattern for an oval, elliptical or circular cushion top.

(b) Stencilling

Teach materials suitable for stencilling, and articles of use, which are best stencilled. Work out a pattern and cut stencil from shellacked cardboard. Cut negative, and carry out actual stencilling project on article of use.

Portfolio

Some suitable portfolio or container should be made, to keep year's work of each student. Each container should provide a problem in design, and an application of colour theory learned.

Drawing and Design (Girls)

(This subject is an essential part of the Fabrics and Dress 2 and Homemaking 2.)

Suggested Problems

Make a human proportion chart of the Greek type figures. Using a head length as the unit of measurement, practice measuring heights, shoulder widths and length of limbs of several members of the class. Make 20-minute pose drawings of figures in standing positions.

1. Dress Design

Line

1. Silhouette
2. Line in construction
3. Line in patterned material
4. Line in various trimmings.

Dressing Type Figures

1. Tall slender
2. Short stout
3. Tall Broad
4. Short slender
5. Tall angular

Discuss what each type should wear.

Design dresses for each of these types.

Historic Costume

Study the clothing of the Egyptian, Greek and Byzantine periods.

Make a drawing from a picture of an Egyptian, Greek or Byzantine dress.

Design a modern dress from one of these historic motifs.

2. Colour Problems

Review colour theory and colour harmonies of Drawing and Design 1.

Mount in note book sixteen-inch-square, patches of different coloured clothes. Name these with the Munsell system of colour, naming - Hue Value 1 - 9

Intensity 9 - 0

Break up spaces with simple and compound curves. Apply colour harmonies to these spaces in flat washes. Watch that as the intensity decreases the areas increase.

3. Craft Problems

First Craft Problem

Make an abstract or conventional design for crewel embroidery of vari-coloured wool or raffia for some article of use such as folded purse, sewing bag, shopping bag or cushion top. The design to be worked on plain or colored canvas.

OR

Make a design for a small hooked rug - conventional, abstract or geometric. Trace on canvas sewn to a stretcher and work with strips of coloured knitted goods.

Linoleum Block Printing

Work out a triangular or rectangular design in masses with charcoal or brush and ink, having no spaces less than one-eighth inch wide. Trace the design on the block or on transparent paper glued to the block. Cut away the background. Print with dye or paint on material.

Small practice blocks may be tried out on handkerchiefs or personal greeting cards.

One large block print should be made for tie-ends, scarves, collar and cuff sets, or any other accessory in vogue. The same block may be used for a repeat surface pattern on lining for a portfolio.

Gesso Problem

Make a decoration on low-relief gesso on a pair of book ends or an octagonal or hexagonal wall plaque. Gild and colour and give antique finish.

OR

Make a design in coloured enamels on a pair of wood book ends or an octagonal or hexagonal wall plaque. Outline the masses in a neutral or contrasting colour.

4. Interior Decoration Problems

(1) Make sketches on squared paper of a bedroom, living-room or dining-room at home, a floor plan and the four wall elevations. Accurate measurements taken and recorded.

(2) From these make a carefully drawn series of the same plan and elevations on separate sheets. (Scale one-half inch to one foot.) Everything in the room should be drawn in plan or elevations to same scale. The prevailing colour scheme should be washed over these drawings.

(3) Teach the application of the Principles of Arrangement to Interior Decoration. Deal with -

- a. Colouring of rooms with regard to exposure
- b. Value in ceiling, walls, trim, and floor
- c. Wall coverings, hangings. The amount and scale of patterned material used. Upholstery.
- d. Placing of furniture
- e. Hanging of pictures, lighting fixtures, accessories.

f. Floor coverings.

5. Portfolio

Make a portfolio with pockets and tapes. Size - 13" by 19" to hold the year's drawings. A tracing of one of the designs from the year's work with the student's name may be put on the cover.

This problem may be taken early in the year if the students need a means of carrying their drawings.

Homemaking

Home Economics has for its ultimate aim the improvement of home and family life through the training in youth for the vocation of home making. The school, as a rule, is very limited in its ability to duplicate home conditions and the great danger to avoid is the making of the work of the department artificial and stunted. Because it is good theory or good information it is not necessarily good practice. Much of the instruction of a theoretical nature must be given incidentally and informally, duplicating the natural process of learning to do by doing. This does not mean that theory is not important. It is, but care must be taken to relate it to actual situations that are arranged to exist in the school. One of the great precautions to observe is the danger of making the work too academic and such that the instruction does not actually carry over into practical situations out of school.

As a method, participation and manipulative experiences are more important than much lecturing. Note taking can be carried on to an extreme. Daily logs should be kept by each student and a careful record of the work done by each should be kept and progress should be noted. Individual initiative should be encouraged. There is no reason why all students should be working at the same project at the same time. If this variety of project is presented it opens opportunities for much greater individuality, according to the ability of the student.

No minimum requirement is set out in the program. The student with low ability is not overly driven or humiliated in not being able to attain to a minimum, while the able student is not retarded because of the slow pace of the slower moving participants. The bright and capable student should be permitted to progress as rapidly as her ability will permit. She should be given heavier responsibilities and kept constructively busy at all times.

The following analysis of the course, with approximate time allotment is suggested:

Unit I	Foods	18 weeks
Unit II	Family Meals	4 weeks
Unit III	Lunch Box	2 weeks
Unit IV	Home Care of the Sick	5 weeks
Unit V	Laundry	5 weeks
Unit VI	Social and Family Relationships	4 weeks

This must not be interpreted to mean that this is the order of the work to be taken or that any specific set of lessons should be devoted to any unit. This is left to the discretion of the instructor and the limitations under which the work must be carried on. In unit VI, for example, the best method may be that in which the instruction is incidental. If a four week period is allowed for lectures and discussions the work may become very formal and of doubtful value.

Every department should have a reference library of the books listed in the bibliography. Students should be taught to use this library to its fullest functioning. Reports on special problems assigned according to the abilities of the respective students is a good method.

Foods

Objectives

To develop appreciation of the skill required to make standard products.

To develop some understanding of scientific and economic principles underlying cookery.

To furnish practice and develop some skill in cooking and care of kitchen, utensils, and equipment.

Laboratory Work

Batters and doughs. Meat cookery. Fish cookery. Fowl cookery. Vegetable cookery. Deep fat cookery. Appetizers and salads. Desserts. Care and cleaning of kitchen and equipment in connection with laboratory work.

Evidences of Desirable Progress

Greater skill in preparing foods that are palatable and attractive.

Greater knowledge of food principles and their use in the body.

Growth in vocabulary of foods and in knowing of varieties of foods. - cheap cuts of meat, organs, different vegetables and ways of cooking them.

Appreciation of the importance of thrift.

Family Meals - Planning, preparation and serving.Objectives

To give practice in planning meals to include all the essentials of an adequate diet at moderate low cost.

To develop ability to budget time and money in meal preparation.

To develop appreciation of the niceties of table setting, serving, and manners.

Laboratory Work

Preparation simple breakfasts, luncheons, and dinner for family.

Dramatization of situations.

Evidences of Desirable Progress

Greater skill and speed in cooking.

Greater ability to judge adequacy and cost of meals.

More ease in serving and in table manners.

Lunch Boxes - for school.

Objectives

To develop appreciation of adequacy, variety, and daintiness in lunches.

To demonstrate that planning and forethought are necessary in order to prepare lunches quickly and easily.

Laboratory Work

Preparation of food suitable for lunch boxes - sandwiches, raisin bread, custards and puddings, cookies, etc.

Packing lunches for children of various ages.

Packing of lunches for High School girls.

Evidences of Desirable progress

Improvement of lunch room conditions.

Home Care of the Sick

Objectives

To give knowledge which will help the girl to recognize common diseases and to know how contagious diseases are transmitted.

To give training and some practice to enable her to meet home responsibilities, in case of illness, and to make sick persons more comfortable.

Laboratory Work

Care of the sickroom (methods of dusting, etc.)

Practice in making, and changing bed.

Taking temperature, pulse, respiration.

Making mustard plaster, poultices, compresses.

The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The second part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The third part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The fourth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The fifth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The sixth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The seventh part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The eighth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The ninth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science. The tenth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science.

Preparing hot water bottle.

The blanket bath.

Measuring medicine.

Preparation of trays.

Bandaging.

Simple treatments for nose bleed, fainting, cuts, burns, etc. (Red Cross Manual, First 7 chaps.)

Discussion

The sickroom - location, lighting, ventilation.

The bed - kind, height, clothes.

Desirable qualities in a nurse.

Symptoms of common diseases.

Communicable diseases.

Visitors.

Care of flowers.

Ways in which a girl may help.

The home medicine chest.

Evidences of Desirable Progress

Ability to render simple services connected with the sick.

Ability to practice sanitary precautions.

Growth in vocabulary.

Laundry

Objectives

To develop appreciation of the dignity of cleanliness.

To teach health through habits of cleanliness.

To make practical application of textile properties.

Laboratory Work

Laundering personal clothing.

Cotton, silk, rayon, wool underwear.

Hosiery

Handkerchiefs.

Dresses and blouses.

Family Laundry.

Mending, sorting, removing stains, soaking, washing, rinsing, blueing, starching, hanging, drying, springing, stretching, folding, ironing, airing, storing.

Discussion

Hard and soft water, softeners.

Soaps.

Starch.

Blueing.

Social and Family RelationshipsA. The girl and her charm, or Personal ImprovementObjective

To develop some knowledge and appreciation of the factors which make a charming girl.

Discussion

Dramatization of situations, and pupil activities.

Discuss desirable qualities in friends and individuals admired.

Make a list of things a school girl can do to be healthy, attractive and happy.

Decide on real factors which constitute charm such as personal appearance, good manners, health, character.

Personal appearance - analyze chief factors, discuss effect on others, list things to be done to appear well groomed.

Good manners - knowledge and practice of rules, sincere desire to give pleasure, friendliness. Utilize in classroom opportunities, to make requests politely, acknowledge favors, speak in turn, share supplies, await turn for individual help, introduce, extend hospitality to visitors.

Health - foods as they affect health and appearance. Clothing - style, suitability, weight, care in relation to health and appearance.

Character - listing and discussing desirable qualities observed, quotations, criteria for self-judging, standards for self-help.

B. The girl and her family

Objective

To develop in the girl a sympathetic understanding of her relationships to her family.

Discussions, dramatizations, and pupil activities

Relationships that exist in the home circles.

Listing benefits and privileges.

Ways in which family members are helping to each other

Listing contributions that the girl may make through
live, obedience, respect, loyalty, service.

Discuss characters in books.

Bibliography

Elementary Home Economics - Matthews (Little, Brown and Co.)

The Family's Food - Lanman, McKay and Zuill (Lippincott)

Foods and Home Making - Greer (Allyn and Bacon)

Everyday Foods - Harris and Lacey (Houghton Mifflin)

Foods: Preparation and Serving - Bailey (Webb Publishing Co.)

The Country Kitchen - Lutes (Little, Brown and Co.)

Junior food and Clothing - Kenyon and Hopkins (Benjamin H.
Sanborn)

A Girl's Problems in Home Economics - Trilling, Williams,
Reeves (Lippincott)

Meal Planning - Bailey (Manual Arts Press)

Breakfasts, Luncheons and Dinners - Chambers (Boston Cooking
School Magazine)

Table Setting and Serving - Lutes (Barrows and Co.)

Everyday Manners - Macmillan Publishing Co.

Fundamentals of Home Economics - Jensen, Jensen and Ziller
(Macmillan Publishing Co.)

B.C. Manual of Foods, Nutrition, and Home Management.

Home Nursing and Child Care - Turner, Morgan, Collins, (D.C.
Heath and Co.)

First Aid in the Home - Metropolitan Life.

Red Cross Manual of Home Nursing and First Aid.

Methods and Equipment for Home Laundering; United States
Department of Agriculture, Farmers Bulletin No. 1497

- All about Laundering - Hamilton and Jeffreys (McCalls Magazine)
- Why Soap Cleans Clean - Armour and Co.
- Foods and Household Management - Ainne and Colley (Macmillan)
- The Girl Today, the Woman Tomorrow - Munter (Allyn and Bacon)
- Your Home and Family - Graves and Ott (Little, Brown and Co.)
- Home Living - Justin and Rust (Lippincott)
- Making Homes - Schultz (Appleton)
- The Girl and Her Home - Trilling and Nicholas (Houghton Mifflin)
- A House of Your Own - Lutes (Bobbs Merrill)
- The Charm of Fine Manners - Starrett (Lippincott)
- Feeding the Family - Rose (Macmillan)
- Teaching Nutrition to Boys and Girls - Rose (Macmillan)
- High School Dietetics - Wellard and Gillett (Macmillan)
- Junior Home Economics Units - Friend and Schultz (Appleton)

Fabrics and Dress 1

Clothing is a major universal interest to girls and women. Closely associated with this interest is the matter of personal appearance and social relationships. The life of a girl is tremendously influenced by the way in which she is dressed and appears. These ideas are the basal ideas around which this course in Fabrics and Dress is constructed.

There is a necessity upon most girls and homes to be economical in all things and no phase of this necessity is more pressing than is the problem of comfortable attractive and appropriate clothing. There is no adequate reason why a girl

should not master the principles involved in solving this problem satisfactorily, and at the same time experience the thrill that comes from achievement. Home sewing is an art that has been lost to a large degree, the service having been assumed by large commercial houses. While in many respects this may be desirable, so far as the slavish routine is concerned, at least, still there are other aspects to the problem because of which the home has been the loser. There are few pleasures more wholesome or satisfying than those which come with the consciousness of having done something well. The subject is closely associated with art, involving design, pattern, colour harmony, balance, rhythm. Decoration is a major subject in dress, involving the hat, pattern and design on the blouse, the neck piece or tie, the underarm bag or purse or shopping bag.

Much of the instruction in this course will be oral but care should be taken to avoid too much time given to lectures or to discussion. Actual manipulative experience should be major in the interpretation of the program. Projects made for the individual or a close friend are infinitely more appealing than artificially set exercises. These projects should not be stored or kept too long from actual use by the girl. This tends to discourage and slow up her rate of progress. Of course, the instructor will not permit a girl to select a project, which is obviously beyond her ability, but care should be taken not to make the work too academic in forcing too much exercise work as

a preparation. The best preparation may be had in the working of some simple project in which the material is inexpensive, but in which the girl may be interested.

Too much note taking is an evil. However, a daily record should be carefully kept by each student of the work done. A textile book with samples and weaves is a valuable study.

No minimum requirement is set out in any of the units nor is the order of procedure in following the units prescribed. The student should be kept employed to the maximum of her ability all the time, and not made conscious that, when a job is done, that is all that is required. Some girls will do a much larger quantity of work or better work than others. It is most important that they make progress or grow in power. One who is not able to achieve so much may attain a higher standing than her more rapidly moving associate by reason of her having made greater progress. To set a more able student to help a weaker is often good practice for both.

The following analysis of the course, with approximate time allotment is suggested:

Unit I	Laboratory and its Equipment	1 week
Unit II	The Girl and Her Charm	2 weeks
Unit III	Clothing	26 weeks
Unit IV	Care and Repair of Clothing	3 weeks
Unit V	Choice of Clothing	2 weeks
Unit VI	Economics of Clothing	2 weeks

This should not be interpreted to mean that the above is the order in which the work will be taken, or that any specific number of lessons shall be devoted to any one unit. Consequently this is left to the discretion of the instructor and the limitations under which the work must be carried on. In some of the units the last method may be the incidental method. If a regular series of periods is devoted to some of the discussional units, the work may become very formal and reduced in value.

Detailed Course

The Laboratory and Its Equipment

Objective

To give a working acquaintance with all the necessary equipment, and to help pupils realize the desirability of an attractive school environment.

Content

Discussion of responsibilities; examination and demonstration of laboratory equipment.

Types, arrangement, care, use of: sewing machine, scissors, ironing board, storage space.

Personal equipment; indispensable, desirable, prices and qualities.

The Girl and Her Charm

Objective

To develop some knowledge and appreciation of the factors that make a girl charming.

Discussions and Activities

List and discuss desirable qualities in friends, characters in history, in books, actresses.

Discuss qualities which make for charm, and how to develop them; effect of one's personal appearance on others.

Importance of good posture in walking, sitting, standing.

List things to do daily to appear well groomed.

The constituents of good manners: knowledge of rules of etiquette, feeling of friendliness, desire to please.

List of opportunities for developing charming manners.

Health as a part of charm. Effect of foods on health, disposition, and appearance. Effect of clothing on health.

Criteria for self-judging.

Evidences of desirable progress

Knowledge of the factors which contribute to personal charm; improvement in courteous practices, growth in vocabulary.

Clothing

Objectives

To develop good judgment in the selection of styles and materials suitable to the individual girl.

To help girls realize that the selection and construction of garments expresses to a large degree traits of personality.

To give instruction and help in the processes leading up to the construction of projects ranging in difficulty, suitable to the varied abilities of the pupils.

Suggested Projects

Laundry bag, apron, smock, or Hoover, nightgown, slip, panties or step-ins, pyjamas, kimona, blouse, sports dress, child's dress, garment made from remnant, made over garment, slacks, shorts, hand work problem in linen, class project.

To develop a realization that the care of one's own clothing is a definite responsibility.

To give the girl a working and practical knowledge of the weave, finishes, laundry-ability, durability, textures, widths, prices, patterns, etc. found in cotton and rayon, to help her determine the material best suited to her skill and individual needs.

Contents

Use and care of the sewing machine; selection of patterns suited to material, age, and occasion; identification, interpretation, and fitting of patterns; personal measurements; preparation of material, placing of pattern, marking, and cutting, assembly, fitting, and construction garments.

Methods of finishing; plan and apply collars, cuffs, belts, pockets, and other trims; involving standard to apply to the choice and selection material, style, and workmanship.

Identification of standard cottons and rayons. Laundering of cottons and rayons.

Correct posture at work table and machine.

Care and Repair of Clothing

Objective

To develop some ability to make a neat and comfortable darn, and an inconspicuous patch.

Content

Discuss effect on appearance and poise of holes in stockings; decide on ways to conserve wearing qualities in stockings; decide what size of stockings to wear; equipment and materials needed for stocking darning; darning stockings; criteria for evaluating darns; follow somewhat same outline for a hemmed patch.

Choice of Clothing

Objectives

To develop judgment and to learn to appreciate the relation good taste in clothing bears to personality and charm.

Realization of the relation color, line, design, suitability, weight and care of clothing, has to health and personal appearance.

Content

Consideration of present wardrobe, colour scheme, social requirements; discussion of good design in relation to types of individuals; colour and its relation to individual types; colour, style, size, weight, care, etc. of shoes, hose, gloves, hats, and other accessories.

Economics of Clothing

Objective

To develop in the girl the realization that to become an intelligent buyer, one requires a well organized plan and criteria; to help the girl to realize the need and value of a definite plan for spending.

Content

Consideration of factors which make the purchase of ready-to-wear clothing advisable or otherwise; advantages and disadvantages of various types of stores -- quality of merchandise found in each.

Sales. What is a bargain? Factory conditions; ethics of shopping.

Clothing budget and the girl's share of the family clothing; ways in which a girl may help to keep the budget down; compiling a simple individual clothing budget.

Bibliography

Clothing for Women - Baldt (Lippincott)

Principles of Clothing Selection - Butterick (Macmillan)

Earning and Spending the Family Income - Friend (Appleton)

Clothing - Choice, Care and Cost - Woolman (Lippincott)

Textile Fabrics - Dyer (Houghton Mifflin)

Design - Bush and Welbourne [Little - Brown and Co.]

Colour and Design - Gellum

Textiles and Clothing - McGorman and Waite (Macmillan)

Fabrics and Dress - Rathbone and Tackley (Moughton Mifflin)

From Timple to Gown - Van Gilder (Allyn and Bacon)

A Girl's Problems in Home Economics - Trilling and Williams
(Lippincott)

Fabrics and How to Know them - Denny (Lippincott)

Sewing Book - Hyde (Century)

Practical Sewing - Everson (Ryerson)

Clothing for the High School Girl - Baldt and Harkness
(Lipincott)

Fibre and Finish - Dodd (Ginn)

Junior Home Economics Units - Clothing - Friend and Schultz
(Appleton)

HOMEMAKING 2

A daily diary or log shall be required of each student.

FOODS AND NUTRITION

Aims:

Development of standard, judgment and skill in planning
and serving well-balanced meals.

Development of wise discrimination in marketing.

1. Outline for Discussion Periods:

A. Simple bacteriology to include:

1. Food Spoilage
2. Kinds of Spoilage
3. Principles underlying the growth and control
of Bacteria, Yeasts and Moulds.
4. Comparison of Home and commercially canned foods.

5. Precautions to be taken in the use of canned foods.
- B. Review and more thorough discussion of the dietetic value of all canned foods.
- C. Food selection and menu-building in greater detail.
- D. Study of caloric value of foods.
- E. Simple Chemistry of Foods to include tests for food stuffs, composition of foods, etc.
- F. Digestion and Absorption of food of all classes:
 1. In the mouth
 2. In the stomach
 3. In the intestine
 4. Elimination
- G. Food Sanitation and the Value of Pure Food Laws to the consumer.
- H. Marketing
 1. Planning before buying
 - (a) What to buy according to body needs.
 - (b) Consideration of materials on hand.
 - (c) Foods in season.
 - (d) Consideration of cost.
 - (e) Brands and grades of staples, canned or package goods.
 2. Saving measured by purchase of:
 - (a) Staples from "Cash and Carry" stores.
 - (b) Foods in season.

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- (c) Suitable substitute for an article when prices change suddenly.
- (d) Foods by the pound or unit rather than for small coin.

I. Study dietary needs and plan daily rations for -

- 1. The average family
- 2. The aged
- 3. Infants and children - modification of the family meal to suit the needs of the small child.
- 4. Plan luncheon boxes for people of various occupations
- 5. Plan meals for special occasions.

2. Outline for Laboratory Periods:

A. Preservation of foods:

- 1. Cold-pack canning of fruit, vegetables, meat.
- 2. Open-kettle canning of fruit.
- 3. Jelly making.
- 4. Jam making.
- 5. Pickling.
- 6. Other methods of drying, salting, smoking, etc.

B. Review, continuation and further application of the subjects listed under outline for Laboratory periods in First Year.

Extended work should be given, particularly in the preparation and cooking of -

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1. Batters and doughs
2. Meats
3. Fish
4. Game and poultry
5. Salads, garnishes and accompaniments.

There should be included an elaboration of desserts covering -

1. Fruit
2. Cornstarch
3. Frozen desserts
4. Gelatine desserts
5. Steamed puddings and sauces.

Pastries, Entrees, Souffles, deep-fat frying should also be included.

Experimental cookery of a simple type.

C. Marketing, preparing and serving of daily rations for the types mentioned in Section H, outline for Discussion Periods.

The practical work should include -

1. The informal and formal meal.
2. Table decorations - simple and more elaborate.
3. One-dish meals.
4. The plate luncheon or meal.
5. Buffet service of meals.
6. Types of service - English, Russian and Compromise.

1. Introduction	1
2. Objectives	2
3. Methodology	3
4. Results and Discussion	4
5. Conclusion	5
6. References	6
7. Appendix	7
8. Glossary	8
9. Bibliography	9
10. Index	10
11. Acknowledgements	11
12. Declaration of Interest	12
13. Funding	13
14. Ethics Approval	14
15. Data Availability	15
16. Author Contributions	16
17. Correspondence	17
18. Supplementary Materials	18
19. Notes	19
20. References	20
21. Appendix	21
22. Glossary	22
23. Bibliography	23
24. Index	24
25. Acknowledgements	25
26. Declaration of Interest	26
27. Funding	27
28. Ethics Approval	28
29. Data Availability	29
30. Author Contributions	30
31. Correspondence	31
32. Supplementary Materials	32
33. Notes	33
34. References	34
35. Appendix	35
36. Glossary	36
37. Bibliography	37
38. Index	38
39. Acknowledgements	39
40. Declaration of Interest	40
41. Funding	41
42. Ethics Approval	42
43. Data Availability	43
44. Author Contributions	44
45. Correspondence	45
46. Supplementary Materials	46
47. Notes	47
48. References	48
49. Appendix	49
50. Glossary	50
51. Bibliography	51
52. Index	52
53. Acknowledgements	53
54. Declaration of Interest	54
55. Funding	55
56. Ethics Approval	56
57. Data Availability	57
58. Author Contributions	58
59. Correspondence	59
60. Supplementary Materials	60
61. Notes	61
62. References	62
63. Appendix	63
64. Glossary	64
65. Bibliography	65
66. Index	66
67. Acknowledgements	67
68. Declaration of Interest	68
69. Funding	69
70. Ethics Approval	70
71. Data Availability	71
72. Author Contributions	72
73. Correspondence	73
74. Supplementary Materials	74
75. Notes	75
76. References	76
77. Appendix	77
78. Glossary	78
79. Bibliography	79
80. Index	80
81. Acknowledgements	81
82. Declaration of Interest	82
83. Funding	83
84. Ethics Approval	84
85. Data Availability	85
86. Author Contributions	86
87. Correspondence	87
88. Supplementary Materials	88
89. Notes	89
90. References	90
91. Appendix	91
92. Glossary	92
93. Bibliography	93
94. Index	94
95. Acknowledgements	95
96. Declaration of Interest	96
97. Funding	97
98. Ethics Approval	98
99. Data Availability	99
100. Author Contributions	100
101. Correspondence	101
102. Supplementary Materials	102
103. Notes	103
104. References	104
105. Appendix	105
106. Glossary	106
107. Bibliography	107
108. Index	108
109. Acknowledgements	109
110. Declaration of Interest	110
111. Funding	111
112. Ethics Approval	112
113. Data Availability	113
114. Author Contributions	114
115. Correspondence	115
116. Supplementary Materials	116
117. Notes	117
118. References	118
119. Appendix	119
120. Glossary	120
121. Bibliography	121
122. Index	122
123. Acknowledgements	123
124. Declaration of Interest	124
125. Funding	125
126. Ethics Approval	126
127. Data Availability	127
128. Author Contributions	128
129. Correspondence	129
130. Supplementary Materials	130
131. Notes	131
132. References	132
133. Appendix	133
134. Glossary	134
135. Bibliography	135
136. Index	136
137. Acknowledgements	137
138. Declaration of Interest	138
139. Funding	139
140. Ethics Approval	140
141. Data Availability	141
142. Author Contributions	142
143. Correspondence	143
144. Supplementary Materials	144
145. Notes	145
146. References	146
147. Appendix	147
148. Glossary	148
149. Bibliography	149
150. Index	150
151. Acknowledgements	151
152. Declaration of Interest	152
153. Funding	153
154. Ethics Approval	154
155. Data Availability	155
156. Author Contributions	156
157. Correspondence	157
158. Supplementary Materials	158
159. Notes	159
160. References	160
161. Appendix	161
162. Glossary	162
163. Bibliography	163
164. Index	164
165. Acknowledgements	165
166. Declaration of Interest	166
167. Funding	167
168. Ethics Approval	168
169. Data Availability	169
170. Author Contributions	170
171. Correspondence	171
172. Supplementary Materials	172
173. Notes	173
174. References	174
175. Appendix	175
176. Glossary	176
177. Bibliography	177
178. Index	178
179. Acknowledgements	179
180. Declaration of Interest	180
181. Funding	181
182. Ethics Approval	182
183. Data Availability	183
184. Author Contributions	184
185. Correspondence	185
186. Supplementary Materials	186
187. Notes	187
188. References	188
189. Appendix	189
190. Glossary	190
191. Bibliography	191
192. Index	192
193. Acknowledgements	193
194. Declaration of Interest	194
195. Funding	195
196. Ethics Approval	196
197. Data Availability	197
198. Author Contributions	198
199. Correspondence	199
200. Supplementary Materials	200
201. Notes	201
202. References	202
203. Appendix	203
204. Glossary	204
205. Bibliography	205
206. Index	206
207. Acknowledgements	207
208. Declaration of Interest	208
209. Funding	209
210. Ethics Approval	210
211. Data Availability	211
212. Author Contributions	212
213. Correspondence	213
214. Supplementary Materials	214
215. Notes	215
216. References	216
217. Appendix	217
218. Glossary	218
219. Bibliography	219
220. Index	220
221. Acknowledgements	221
222. Declaration of Interest	222
223. Funding	223
224. Ethics Approval	224
225. Data Availability	225
226. Author Contributions	226
227. Correspondence	227
228. Supplementary Materials	228
229. Notes	229
230. References	230
231. Appendix	231
232. Glossary	232
233. Bibliography	233
234. Index	234
235. Acknowledgements	235
236. Declaration of Interest	236
237. Funding	237
238. Ethics Approval	238
239. Data Availability	239
240. Author Contributions	240
241. Correspondence	241
242. Supplementary Materials	242
243. Notes	243
244. References	244
245. Appendix	245
246. Glossary	246
247. Bibliography	247
248. Index	248
249. Acknowledgements	249
250. Declaration of Interest	250
251. Funding	251
252. Ethics Approval	252
253. Data Availability	253
254. Author Contributions	254
255. Correspondence	255
256. Supplementary Materials	256
257. Notes	257
258. References	258
259. Appendix	259
260. Glossary	260
261. Bibliography	261
262. Index	262
263. Acknowledgements	263
264. Declaration of Interest	264
265. Funding	265
266. Ethics Approval	266
267. Data Availability	267
268. Author Contributions	268
269. Correspondence	269
270. Supplementary Materials	270
271. Notes	271
272. References	272
273. Appendix	273
274. Glossary	274
275. Bibliography	275
276. Index	276
277. Acknowledgements	277
278. Declaration of Interest	278
279. Funding	279
280. Ethics Approval	280
281. Data Availability	281
282. Author Contributions	282
283. Correspondence	283
284. Supplementary Materials	284
285. Notes	285
286. References	286
287. Appendix	287
288. Glossary	288
289. Bibliography	289
290. Index	290
291. Acknowledgements	291
292. Declaration of Interest	292
293. Funding	293
294. Ethics Approval	294
295. Data Availability	295
296. Author Contributions	296
297. Correspondence	297
298. Supplementary Materials	298
299. Notes	299
300. References	300

N.B. Some of the students will undoubtedly come from a distance and will, therefore, find it necessary to bring a noonday meal from home. It should, therefore, be possible to sell products prepared in the laboratory period to these students at a price low enough to cover merely the cost of materials.

D. Field trips to include visits to mill, bakery, dairy, etc.

CHILD CARE

1. Outline for Discussion Periods:

A. Importance of:

1. Bathing
2. Dressing
3. Sleep
4. Sunshine - protection of eyes from strong light,
5. Water
6. Handling of baby.

B. Growth and development:

1. Weight
2. Exercise and airing
3. Plays and toys
4. Habits and training - effects of systematic care.

C. Clothing for the baby.

D. Food for the baby:

1. Comparison of feeding methods.

2. Prepared foods.
 3. Modified milk - necessity for doctor's advice.
 4. Care of feeding bottles and nipples.
 5. Food for children of various ages up to and including the school age child.
- E. Baby's foes. The effects of:
1. Unwholesome milk.
 2. Impure air and water.
 3. Unclean playthings, floors, nipples of bottles.
 4. Flies and mosquitoes.
 5. Exposure to over-heated air.
 6. Patent medicines.
 7. Candy.
 8. Pacifiers.
 9. Dust, etc.

HOME MANAGEMENT

Aims:

To create an interest in the study of the business of the home and a desire to produce more efficient homes.

1. Outline for Discussion Periods:

- A. Study of the Budget - a plan for spending the income.
 1. Family needs:
 - (a) Food
 - (b) Clothing

- 1. The first part of the report is devoted to a general survey of the situation in the country.
- 2. The second part contains a detailed analysis of the economic situation.
- 3. The third part deals with the social and cultural aspects of the situation.
- 4. The fourth part discusses the political situation and the role of the government.
- 5. The fifth part contains conclusions and recommendations.
- 6. The sixth part is a summary of the main findings of the report.
- 7. The seventh part is a list of references.
- 8. The eighth part is an appendix containing additional data.
- 9. The ninth part is a list of abbreviations.
- 10. The tenth part is a list of symbols.

Appendix 1

Table 1

The following table shows the results of the survey conducted in the year 1990. The data is presented in the form of a table with 10 columns and 5 rows.

Table 1: Results of the survey conducted in the year 1990.

The table shows the results of the survey conducted in the year 1990. The data is presented in the form of a table with 10 columns and 5 rows.

Table 2: Results of the survey conducted in the year 1990.

Table 3: Results of the survey conducted in the year 1990.

Table 4: Results of the survey conducted in the year 1990.

- (c) Shelter
- (d) Household operating expenses - light, heat, equipment, service, telephone.
- (e) General expenditures - personal expenses, advancement
- (f) Saving, charity, investments.

2. Household Accounts:

- (a) Records of expenditures.
- (b) Convenience of printed forms.
- (c) Paying bills - advantages and disadvantages of cash, credit, cheques.

3. Value of the Budget:

- (a) To spend wisely.
- (b) To save.
- (c) To give.
- (d) To make adjustments to income.

B. Study of the home of fifty and of one hundred years ago. Make a comparison with the home life of today and the factors which have been instrumental in its evolution.

C. Selection of a Home.

- 1. Sanitary surroundings, air, sunshine, dryness, distance from odors, sounds, unpleasant sight, etc.
- 2. Sanitary conditions of basement, floors, walls, plumbing, heating system.

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3. Convenience, type of heat, water, sinks, lights.
 4. Kinds of neighborhood, accessibility to cars, stores, schools, churches, etc.
 5. Owning versus renting the home.
- D. 1. The use of colour schemes in relation to light and heat; size and use of room; personal taste of individuals.
2. Colour harmony should be apparent in rooms and furnishings: e.g., complementary and analogous colours.
3. Colour values should be carried out, e.g. darker tones should be nearer the floor.
- E. Walls and Woodwork
1. Different treatments - advantages and disadvantages.
 2. Aim to keep unobstrusive and harmonious with other features of the room.
 3. Factors influencing choice of wall coverings: economy, exposure of room, size, use, colour of woodwork, etc.
- F. Selection of furnishings for each room in the home: (hall, living room, bedroom, dining room, kitchen, closets, laundry).
1. Purpose.
 2. Qualities necessary.
 3. Cost.

G. Study of Labour Saving Devices

1. The advantage and use of the small labour saving devices:
 - (a) Dish drainers.
 - (b) Bread and cake mixers.
 - (c) Egg beaters and cream whips.
 - (d) Potato parer.
 - (e) Fruit corer.
 - (f) Slicing devices.
 - (g) Water-proof apron.
 - (h) Varieties of brushes.
 - (i) Small mechanical devices for cleaning.
 - (j) Fireless cookers, steam cookers, etc.
2. Comparative value and cost of larger devices, e.g., vacuum cleaners, carpet sweepers, washing machines, mangles, etc.
3. Care of devices - cleaning, oiling, replacing parts, etc.
4. Methods of selecting and buying devices.

2. Outline for Laboratory Periods:

- A. Making of budgets for families with differing incomes and standards of living.
- B. Planning of system of expenditures and records for budgets made in A.
- C. Working out of given practical problems in the furnishing of various rooms of the home. (This should

be carried out in correlation with the work of the girls in their Art and Sewing classes.)

APPROXIMATELY TWO-THIRDS TIME DEVOTED TO FOODS AND NUTRITION.

APPROXIMATELY ONE-THIRD TIME DEVOTED TO HOME MANAGEMENT.

Textbook

Feeding the Family - Rose (MacMillan)

Meal Planning and Table Service - Bailey (Manual Arts Press)

Housewifery - Balderston (Lippincott and Co.)

Laundering

Spending the Family Income - Donham (Little, Brown and Co.)

Food, What it is and What it does - Greer (Ginn and Co.)

Food Nutrition and Health - McCollum and Simmons - (John
(Hopkins University, Baltimore, Md.)

Newer Knowledge of Nutrition - McCollum and Simmons - (John
Hopkins University, Baltimore, Md.)

Business of the Household - Taber (Lippincott and Co.)

Food Study - Wellman (Little, Brown and Co.)

FABRICS AND DRESS 2

A daily diary or log shall be required for each student.

Detailed Course

EQUIPMENT

Specific objectives

To develop skill, accuracy and speed in machine and hand sewing.

Desired outcomes

1. Manipulative skills developed through further use of the equipment in the clothing laboratory.
2. Ability to care for equipment intelligently.

A. Sewing Machine

1. As in Fabrics and Dress 1, with practice in the use of the ruffler and tucker.
2. Each pupil to clean and oil a machine sometime during the term.

- B. In the use of hand equipment, position, speed and accuracy to be stressed.

N.B. A practical test in sewing given at the beginning of the term would aid the teacher in guiding the girls' choice of material and garments.

TEXTILESSpecific objectives

To familiarize students with the fabrics made from silk and wool fibres.

Desired Outcomes

1. To gain an elementary understanding of the significant facts which concern the production and manufacture of silk and wool fibres.
2. Ability to care for garments made of silk or wool.
3. Recognition of the advantages and disadvantages of different materials.

March 1902

March 1st. Sunday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 7
 March 2nd. Monday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 8
 March 3rd. Tuesday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 9
 March 4th. Wednesday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 10
 March 5th. Thursday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 11
 March 6th. Friday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 12
 March 7th. Saturday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 13
 March 8th. Sunday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 14
 March 9th. Monday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 15
 March 10th. Tuesday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 16
 March 11th. Wednesday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 17
 March 12th. Thursday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 18
 March 13th. Friday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 19
 March 14th. Saturday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 20
 March 15th. Sunday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 21

April 1902

April 1st. Monday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 22
 April 2nd. Tuesday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 23
 April 3rd. Wednesday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 24
 April 4th. Thursday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 25
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 April 8th. Monday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 29
 April 9th. Tuesday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 30
 April 10th. Wednesday. Clear, cold. Wind N. by E. 10 to 15 m.p.h. . 31

A. Silk

1. Brief outline of the evolution of sericulture - China, Japan, greece, Southern Europe, United States.
2. Main countries producing silk.
3. Sources and cultivation of silk - cultivated and wilk silk. Life History of the silk worm.
4. Spun silk - basis, character, advantages, and disadvantages.
5. Reeled silk - process of reeling.
6. Processes involved in the manufacture of silk -
 - (a) Conditioning - reasons for allowing moisture.
 - (b) Throwing - purpose and importance.
 - (c) Weighting - process, advantage and disadvantages.
 - (d) Weaving - Fine yarn lends itself to many weaves - plain, rib, twill, satin, gauze or leno, double-cloth, pile, pattern.
 - (e) Dyeing - In the yarn or piece; printing - direct, discharge, resist.
 - (f) Finishing - Mechanical or by means of dressings (See "Woolman and McGowan")

7. Cleaning and caring for silk fabrics to include -
 - (a) Laundering precautions - use of dry heat, use of strong alkali soaps, exposure to sun.
 - (b) Removing wrinkles - hanging in room where there is steam in preference to pressing.
 - (c) Dry cleaning - using benzine, carbon, tetrachloride, gasoline.
 - (d) Pressing:
 1. Effect of using hot iron on weighted material.
 2. Effect of pressing upon white silk that is stored. (Loss of moisture causes silk to turn yellow.)

B. Wool

1. Source of wool fibres and countries producing wool.
2. Qualities of wool -
 - (a) Variations visible under the microscope.
 - (b) Structure of the fibre.
 - (c) Length of fibre or staple.
 - (d) Effect upon the fibre of domestication and cultivation.
 - (e) Quality of wool found on different parts of the sheep.

3. Sources and uses made of reclaimed wool and wastes - mungy, shoddy, wool, extract, waste or flocks, pulled wool. (Distinguish between virgin wool and shoddy.)
4. Hair-bearing animals producing wool-like fibres. Uses made of the fibres.
5. Characteristics and physical properties of wool-chemical nature, absorbency, felting qualities, elasticity, strength, conductivity, affinity for dye, lustre.
6. Main processes of manufacture:
 - (a) Woollens - scouring, carding, spinning, doubling yarns, dyeing in the slub, yarn or piece, weaving, finishing.
 - (b) Worsted - same as woollens with the additional processes of combing, gilling and drawing - many times repeated.
7. Uses made of woollen and worsted yarns to include, suitings, underwear, bedding, dress materials, floor covering, hosiery, hats, etc.
8. Advantages and disadvantages of woollen and worsted materials for certain purposes.
9. Effect of changes of fashion on the finishing of materials.
10. Cleaning and caring for woollen and worsted materials to include:

- (a) Brushing and airing.
- (b) Steaming - to remove wrinkles.
- (c) Pressing - under a damp cloth; over a wool pad.
- (d) Removal of shine.
- (e) Use of hangers, tissue papers, etc.
- (f) Dry cleaning - practical household methods, precautions.
- (g) Laundering.

4. Each student shall mount in note book samples as indicated - the weave, width and cost to be stated:

<u>Wool</u>	<u>Silk</u>	<u>Mixtures</u>
Poplin or Rep	Satin	Silk and wool
Crep	Taffeta	Silk and rayon
Tweed	Habutai	Wool and rayon
Gabardine	Flat Crepe	Wool and cotton
Broadcloth	Crepe de chene	Cotton and rayon
Jersey	Faille or Poplin	Cotton and Linen
	Pongee, Tussah or Shantung	

COLOUR AND DESIGN

Specific objectives

To realize that both the color and the line of the dress are important considerations if one wishes to appear becomingly dressed.

Desired Outcomes

1. Ability to choose and design clothes more intelligently by increased knowledge of art principles.

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2. To realize that "Colour," like music, may be studied either for the possibilities of enjoyment which it affords or for the sake of self-expression. But unlike music the opportunities and the occasions for self-expression in colour are intimately associated with the needs of daily life. There is almost constant demand upon the individual to make choices of colour in dress, in the home, in business detail, selections which are self-expressive since they reveal cultivation and taste, or on the contrary a lack of judgment" - Weinburg.

A. Study of colour to include:

1. Suggested courses of colour schemes, viz., nature, mineral, bird reptile and flower; china and glass; materials, ribbons and tapestries; rugs and old embroideries and laces; picture galleries.
2. The effect of background colours upon the dress.
3. The effect of texture upon the colour of the material.
4. The importance of considering type, age, size, hair, eyes and skin when selecting designs, colours and materials, e.g.
 - (a) The light complexion with an aggressive forceful disposition may wear stronger colors, but as a general rule the pastel shades are better.
 - (b) As a rule the dark complexion with a strong personality may wear bright colors.

- (c) Colors should be avoided which call so much attention to themselves that the wearer is unnoticed.
- (d) A person with high coloring should avoid colors that either by repetition or contrast emphasize her own coloring.
- (e) Sallow skin is made more sallow by wearing blue, purple, mustard, green, orange, yellow and certain shades of tan, and brown.
- (f) A girl with auburn hair can make her hair seem more brown by wearing blue or brown. The golden glints will be brought out by wearing purple and lavender. Blue-green and green will make her appear more red.
- (g) The repetition of a personal coloring as cheeks, eyes or hair intensifies that coloring and is a wise choice for many types to make.
- (h) As one grows older and the hair changes it is sometimes necessary to change the whole color scheme.
- (i) If a dress is for day wear choose color by day-light; if for evening wear, by gas or electric light.
- (j) Bright intense colors make one appear

larger than one actually is. Soft, dull and dark colors disguise one's size. (Students should experiment with colors and form their own conclusions as the study progresses.)

B. Design

1. Study of line as applied to dress to include -
 - (a) Becoming lines for the tall thin girl.
 - (b) Becoming lines for the short stout girl.
 - (c) Lines suitable for sloping or square shoulders - yoke, raglan, kimono, slant of shoulder seam.
 - (d) Becoming hat lines for differently shaped faces and different types of figures.
2. Draw attention to arrangement of parts as outlined in Sewing and Dressmaking 1, under "Areas within Areas".

ECONOMICS

Specific objectives

To plan the season's wardrobe by making a clothing chart.

Desired outcome

Appreciation of the value of careful planning in having a wardrobe that is harmonious and becoming, at least cost.

Steps of procedure in making a clothing chart to include:

1. Rule in notebook square 1" x 1" (larger if necessary).
2. Write at top of sections: Occasion, Coat, Dress, Hat, Gloves, Hose, Shoes, Accessories.

3. What to do before filling in chart -

- (a) Take an inventory of clothing on hand and note -
garments to be mended; garments to be remodelled;
garments to be purchased.
- (b) Decide upon colour scheme for the season and
aim to have garments and accessories harmonize.

Fill in chart neatly.

CONSTRUCTION

Specific Objective

To acquire knowledge that will lead to the successful making of silk and woollen garments.

Desired outcomes

- 1. Ability to select, cut, fit and sew simple dresses made of silk or wool.
- 2. Appreciation of the value of properly caring for garments made of animal fibres.

A. Study of drafted and commercial patterns

- 1. Review problems outlined for work in Dressmaking 1 -
selection, interpreting and altering patterns.
- 2. Further work on altering patterns to fit variations from the standard figure, viz.
 - (a) One shoulder higher than the other.
 - (b) Narrow shoulder and large hip.
 - (c) Changing length of boy's trousers.
 - (d) Round shoulders.

3. Drafting patterns

N.B. A careful check on the accuracy with which measurements are taken should be made at the beginning of the term's work.

- (a) Draft foundation block for a dress - waist or blouse (not kimona).
- (b) Draft pattern for a flare skirt.
- (c) Draft pattern for a shirt sleeve.
- (d) Make pattern for a slip from foundation block, with modern lines and curves.
- (e) Model on dress form or make from a flat pattern collars to fit various neck lines.

B. Computing amount of material required

- 1. Discuss the advantages of using wide material for flares, etc.
- 2. By demonstration show that narrow material is sometimes more economical in the end; e.g., when the pattern is cut into a number of gores or pieces.
- 3. Consideration in computing amount of material required to make ruffles and plaitings.

C. Fitting Garments

Further experience in dealing with the processes involved in the preparation and fitting of garments as outlined in the work of the first year.

D. Finishing Processes

- 1. Stitches - Review of stitches outlined in work of

first year, with the inclusion of herring-bone, feather, chain, satin stitch, tailor's tacks, smocking.

2. Seams.

- (a) Silk - French seam, plain seam with edges turned together and run or overcasted; plain seam, pressed open, cut edge turned under and stitched or run by hand; double overcasted edge forming a cross stitch effect.
- (b) Wool - Plain seam pressed open and pinked or overcasted; overlaid seam; bound seam.

3. Hems

- (a) Silk - edge turned, run by hand or stitched by machine, and slip-stitched to garment.
- (b) Wool - same method as for silk if material is very thin; edge pinked and slip-stitched; bias binding on edge and slip-stitched to garment.

4. Plackets - Tailored placket for side of skirt; facing blouse front.

5. Buttonholes - bound, made in cotton, silk and wool.

6. Pockets - silt and welt.

7. Sleeves - position of worker and sleeve, side on which to pin pin, basting and stitching.

8. Plaits - kinds of plaits, e.g., box plaits, side plaits, inverted plait, kilt plait.

9. Pressing - curved seam (should be notched), how and when to press various parts of garments, neck, selvedge.

N.B. Students should be warned that some finishings are better not pressed.

E. Required projects

(Lounging outfit - Kimona and pyjamas)

1. Any one: (Re-made dress
(Slip - dainty handmade finish at top,
curved seams.
2. Skirt, for self - wool - drafted pattern.
3. Blouse, for self - any material - drafted pattern.
4. Simple adult's dress - wool - set-in-sleeves,
collar - commercial pattern.
5. Dress, for self - silk or crepe - commercial
pattern. (Jacket and skirt may be made if in
vogue.)
6. Mending - silk hosiery; mend tear in silk or wool
with thread of self; use of mending tissue.

Textbook

Clothing for the School Girl - Baldt (Lippincott)

Reference Books

See List for Fabrics and Dress 1, above.

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FABRICS AND DRESS 3

A daily diary or log shall be kept by each student.

EQUIPMENTSpecific Objective

To understand and properly care for the working equipment in the sewing room.

Desired Outcomes

1. Application of the value of keeping the equipment in good working order.
 2. Manipulative skills developed through the use of tools and equipment used in the construction processes in dressmaking and millinery.
- A. Review lessons listed in Sewing and Dressmaking 1 and Dressmaking 2, checking carefully the girls' knowledge of proper use and care of equipment.
- B. Introduce equipment used in making hats, viz.
1. Crown blocks - electric; wood.
 2. Hat stands - wood; cardboard.
 3. Pliers, needles, etc.

TEXTILESSpecific Objectives

1. To gain a knowledge of the principles underlying the successful cleaning, renewing and refreshing of wearing apparel.
2. Ability to distinguish between hand-made and machine-

made lace.

Desired Outcomes

1. Recognition of the many ways by which clothing may be renovated.
 2. Appreciation of work involved in the making of hand-made lace.
- A. Review and continuation of the study of fabrics made of animal and vegetable fibres. A brief study should be made of the characteristics and uses of the minor fibres-jute, hemp, pina, ramie, asbestos, kapok.

Extended work should stress particularly:

1. The construction of weaves and finishes in relation to the life and appearance of the fabric.
2. Texture - Compare materials, e.g., serge, velvet, chiffon, organdie. Let the girls use lengths of materials of different colours and textures to study the effect of feel, appearance, pleasing play of light, harmony of colour, becomingness, etc.
3. Simple tests for separation of identification of fibres.
4. Various methods of applying designs.
5. Properties of textile fabrics that affect health, e.g., absorption, conductivity of heat, cleaning, etc.
6. Felting qualities of wool and hair fibres. Study

felt hats - fur felt; wool felt; cheap felt.

B. Study cleaning mediums and methods. The pupils should make a classified summary of the various agents used, e.g.

1. Solvents - liquids that dissolve grease or gummy substances.
 - (a) Water - cold and hot, distilled.
 - (b) Volatile liquids - alcohol (wood, denatured), ether, chloroform, carbon tetrachloride, acetone.
 - (c) Cleaning oils - gasoline, naphtha, benzine, benzene or benzol, kerosene, turpentine.
 - (d) Acid materials - oxalic acid, hydrochloric acid, potassium permanganate, hydrosulphite of soda, hydrogen peroxide, chloride of lime, javelle water, vinegar, lemon juice, salts of lemon, sour milk, buttermilk.
 - (e) Alkaline materials - soap, ammonia, borax, sal soda, sweet milk.
2. Absorbents - as the name indicates, take up rather than dissolve the particles of dirt.
 - (a) White powder - French chalk, magnesia.
 - (b) Kitchen supplies - meals, salt, starch.
 - (c) Non-plastic clay - white blotting paper, unglazed cloth.

C. Dyes and dyeing to include:

1. Origin of dyes - vegetable, animal, mineral,

2. Choice of dyes - kind of fibre.
3. Purpose - tinting or fast colours. Method and procedure.
4. Dyes used for tinting or light colours - dolly dyes, tintex, ink, tea, coffee, saffron, crepe paper, rit, twink, Sunset.

N.B. Application of the principles involved in cleaning and dyeing should be made in preparing material for the sewing classes, e.g., cleaning hats - summer and winter; hat lining; lace and trimmings; fur collars; garments. A piece of tied and dyed work may be included.

D. Study of Lace to include:

1. Brief study of the history of lace.
2. Difference in needlepoint and bobbin.
3. Names of some needlepoint and bobbin laces.
4. Kind of fibre used.
5. Have each girl study two old laces (one Needlepoint and one bobbin) observing:
 - (a) Mesh - round, square, hexagonal, diamond shaped.
 - (b) Pattern - hand-made.
 - (c) Edge finish.
 - (d) Beauty of design.
 - (e) Kind of fibre.
 - (f) Origin.

6. Distinguishing characteristics of hand-made and Machine made lace, e.g.,

- (a) Buttonhole - stitches found in infinite variety in needlepoint lace; never in machine-made lace.
- (b) Unalaiting in hand-made lace very difficult.
- (c) Any padding required in hand-made lace is worked with a slanting stitch. In machine-made lace the padding is worked over and over straight.
- (d) Threads in machine-made lace have a twisted and compressed look.

COSTUME DESIGN

Specific Objectives

To gain a brief knowledge of the historical development of dress.

Desired Outcome

Some knowledge of how fashions have been created and a recognition of the relation of the costumes of today to those of the past.

Indirect Outcome

Realization that the Art of Dress, although it admits of innumerable variations, like all other arts it is subject to the three rules of beauty, viz., order, proportion and harmony.

Study of the historical development of dress. Comparison of costumes of past periods emphasizing only the pronounced distinguishing marks and the influences which brought them about. (This should be carried out in correlation with the work of the girls in their art and sewing classes.)

1. Conditions which influence dress - climate, nature of material, due to civilization, environment, rank, social and political reforms and religious beliefs.
2. Sources of information: Carvings, sculptures and writing.
3. Study of Period Costume:

(1) Egyptian - very little and thin clothing, straight lines, elaborate embroidery - lotus, papyrus and palm design. Rich colours in material and jewellery, jewelled headdress for protection from the sun; bare feet or sandals. Linen and cotton materials.

(2) Grecian - refined simplicity, beautiful line and proportion. Draped effects, girdles, delicate colours, rich embroideries. Crown, wreath or ornamental headdress; sandals, stockings without toes; wool, linen and silk materials.

(3) Roman - Elaborate gowns, striking colours, rich embroideries. Several tunics, one over the other. Greek simplicity not in evidence. Girdle indispensable. Hair curled, adorned with ribbons. Golden caul worn on head; or flowers. Shoes with slits in sides and straps.

Coloured shoes worn.

(4) Byzantine - Fabrics noted for richness and variety of pattern. Styles Greek and Roman in form. Gaudy colours due to combination of pagan and Christian influences. Introduction of buttons and two coloured garments. Long right sleeves. Head covering - see picture of the Madonna. Coloured shoes or sandals.

(5) Middle Age or Gothic Costume - Introduction of close fitting garments (set-in-sleeves and black for mourning). Chemise and cloak worn. Flavour of the Oriental in design. Richly embroidered materials and expensive fabrics. "Parti-coloured" materials made. Velvet made its appearance, worsted material introduced. Elaborate hose of bright colours; long pointed shoes - laced and buttoned. Hennin headpiece, garget and wimple. Fashion dolls sent from France to other European countries. Three types of dress due to three classes of people.

(6) Renaissance - Costly materials; excessive use of lace and ribbons; high collars and ruffs, bell-shaped, slashed and huge sleeves. Tight waists, peplums and hair "curled and frezzed". Gloves, muffs and silk scarfs worn. Lace edged handkerchiefs. Muffs and fans used. Long trains, full skirts and hoops.

(7) 17th Century Dress - Exaggeration of fitted waists and pointed bodices. Bustles. Elaborately puffed and plaited open over-skirts. Bold and dashing elegance due

to the influence of Spanish women and favorites of the king. Short sleeves; underskirt full, elaborately trimmed with lace, ribbons, furbelows and festoons. Much false hair mounted high; shoes of satin brocade or embroidered material fastened with buckles and ribbon. Parasols, fans and muffs. Materials - printed linens, India muslins, transparent materials elaborate brocades, satins and velvets.

(8) 18th Century Dress - Pannier hoops. Scepter of fashion wielded by Madam Pompadour and Madame du Barry. Watteau or Princess dress; stockings with clocks. Short puffed sleeves with frills of lace. Hair powdered and dressed high. Materials - tulles, nets, fine cambrics and many dainty fabrics; gold and silver laces.

(9) 19th Century Dress - Empire waist lines and the tight basques. Oriental materials and styles due to the Napoleonic campaigns. Skirts full and decorated at the bottom. Sleeves short, puffed and decorated at the top. Military characteristics of hats and bonnets due to the war. Tailored suits.

(10) 20th Century Dress - Rapid change of custom. Specialized costume - sport, social, work. Simpler and fewer garments worn. Effect of War upon dress. Effect of motor car upon dress. Adaptation of the best of the past to the needs of today.

N.B. The above outline is given only as suggestions from which to select, add to or change.

4. The basic principles of colour and linear design should be reviewed and applied in connection with the practical phases of the clothing work. Topics to be included:
- (1) Essential factors affecting choice of colour and design for the individual.
 - (2) Types grouped according to figure type.
 - (3) Types grouped according to personal colouring.
 - (4) Effect of colour value on the individual.
 - (5) Effect of intensity of colour on the individual.
 - (6) Analysis of complexion difficulties.
 - (7) Effect of Pattern and texture of material on individual.
 - (8) Appropriateness of design on individual.
 - (9) Use of colour and design to improve the individual.
 - (10) Effect of carriage upon appearance:
 - (a) Slumping versus dignified carriage.
 - (b) Lightness of feet.
 - (c) Proper sitting posture.
 - (d) Arms and hands held gracefully.
 - (11) Studies applicable to hat making:
 - (a) Balance
 - (b) Shape, size, line (should be studied before full length mirror)
 - (c) The hat in the silhouette.

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ECONOMICSSpecific Objective

To gain a knowledge of the factors involved in true economy and thrift.

Desired Outcomes

- (1) Realization that the matter of thrift and economy refer to more than the original cost of the garment.
- (2) Knowledge of the factors which should be brought into consideration in selecting clothing.

A. Problems which face the consumer and manufacturer:

- (1) Less demand for enduring materials.
- (2) Prices no longer indicative of quality.
- (3) Difficulty in distinguishing best values.

Reasons for the bargain counter:

- (1) Articles returned in poor condition
- (2) Short ends
- (3) Out-of-date styles
- (4) Novelty goods.
- (5) Merchandise bought in bulk
- (6) Styles that did not take.
- (7) Seconds.

B. Factors that influence the original cost of clothing:

- (1) Value of fibre used
- (2) Amount of goods produced
- (3) Cost of preparation - fibre, weave, colour
- (4) Pattern weave - added expense of designer

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- (5) Margins of profit to dealers varies with goods.
Number of dealers getting a profit affects the final price.
- (6) Wages of workers in the industry.
- (7) Shipping costs preparatory to final sale, beginning with raw fibre.
- (8) Import Tax.

C. Styles and economy

- (1) Disadvantages in buying extreme styles
- (2) Introducing the fashion versus following the fashion
- (3) Styles that require a great amount of material.

D. Remodeling possibilities of fabrics

- (1) Quality of goods - durability
- (2) Disadvantages of materials that wear well but lose their attractiveness by losing colour or becoming shiny.
- (3) Reversing fabrics may not only "change" it but may eliminate the appearance of shine, ink stains or wear.
- (4) Cutting and slashing a garment in the first making renders it less suited to remodeling.

E. Far reaching influence of dress in our daily rounds:

- (1) Effect upon self when well dressed.
- (2) Effect upon others when well dressed.
- (3) Why simplicity is to be preferred to gaudiness.
- (4) Dress an indication of character.

- (5) Standards of dress set by the consumer.

CONSTRUCTION AND RELATED MATTER

Specific Objectives

1. To increase ability to cut, fit, and finish garments made of wool, silk, or other materials.
2. To acquire some ability to make a hat.
3. To gain a knowledge of the factors that influence the cost of a hat.

Desired Outcomes

1. Knowledge of the construction processes of millinery.
2. Recognition of the economic value of making one's clothing.

A. Dressmaking

Suggested Projects

- (1) Remade garment - dress, child's coat, blouse, skirt (wool) boy's pants.
- (2) Afternoon or evening dress. Pupil's activities to include:
 - (a) Selection of suitable style
 - (b) Selection of appropriate material
 - (c) Calculation of amount of material required
 - (d) Selection and calculation of amount of trimmings, and findings required.
 - (e) Making pattern - (To be developed from a drafted foundation block or an adapted commercial pattern.)

1. The first part of the report is devoted to a general

description of the object of the study.

2. The second part of the report

is devoted to a detailed description of the object of the study.

3. The third part of the report is devoted to a detailed

description of the object of the study.

4. The fourth part of the report is devoted to a detailed

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- (3) Elected project of an advanced type suggested garments - wool coat (simple style), wool dress (set-in-sleeves), silk or wool ensemble. Pattern to be blocked to measurements.

Construction Processes to include

- (1) Seams - slot, welt, tuck, plain - overcasted or pinked.
- (2) Hems - bias faced hem, shaped facing, gathered to fit.
- (3) Bias - true and long (emphasize importance of a true bias for folds, pipings, bindings, etc.)
- (4) Shirring - machine and by hand (drill if necessary, in running a gathering thread properly).
- (5) Darts - method of making and finishing ends.
- (6) Welt pocket.
- (7) Stitches - French knots, fagotting, button-holed loops, arrowhead, tailor's tacks.
- (8) Fastenings - worked button-hole; bound button-hole; material stitched and turned to form cord.
- (9) Pressing - shrink fullness at top of sleeve, end of darts, hem of skirt, etc.

B. Millinery

Suggested Projects

- (1) Remodelled hat.
- (2) New hat - seasonable materials.

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Construction Processes to include

- (1) Method of taking head measurements
- (2) Method of taking a pattern of a hat
- (3) Method of making a molded or wire foundation (not to be made if not in vogue).
- (4) Hat linings - explain two kinds - French style and one-piece style. Make and put in lining.
- (5) Stitches - slip, back, catch, running, basting, stab.
- (6) Making bows and other ribbon finishes used in trimming hats
- (7) Method of making a sectional crown
- (8) Method of making a French fold

Trade terms used in Millinery

- (1) Terms used to indicate the purpose of the hat - riding, dress, sport or outing.
- (2) Terms used to indicate shape of hat - sailor, toque or turban, cloche brim, beret, tam, tricorn, poke bonnet, mushroom, Napoleon, etc.
- (3) Other terms used - ensemble effect, ribbon hat, tub hat, picture hat.
- (4) Names to indicate the material used in making hat foundations - Leghorn, Milan, Panama, Baku, Bangkok, Mohair, visca, etc.

Costs in a Millinery Shop

- (1) Overhead expenses - rent, light, heat, telephone, equipment, wages of employees, trips to fashion centres, tax.

- (2) Advertising - newspaper adds, bills, magazines.
- (3) Stock - raw materials including shapes, material trimmings.
- (4) Profit - (Explain the effect of short seasons and changing styles on the margin of profit.)
- (5) Reasons for charging 50% to 100% more than was paid at wholesale for hats and materials.

HOMEMAKING 3

A daily diary or log shall be kept by each student.

FOODS AND DIETETICS 1

Study of Dietetics:

Aims:

- 1. To give a thorough working foundation to the student who is planning to take up nursing or institutional work as a vocation.
- 2. This section of the year's work should be a recapitulation and a very appreciable expansion of the work of the first two years.

1. Outline for Discussion Periods:

- A. Thorough review of food principles.
- B. Complete understanding of the digestive mechanism and knowledge of the digestion of all food stuffs.
- C. Review of caloric values
- D. Proportionate requirements of the various food principles.

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CHAPTER 2

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- E. Study of the food for the adult man:
 - (1) The sedentary man.
 - (2) The muscularly active man - various degrees of activity.
 - (3) The obese man.
 - (4) The thin man.
- F. Study of the food for the adult women (under the same headings as for the adult man).
- G. Study of infant nutrition:
 - (1) Prenatal care.
 - (2) Natural food supply.
 - (3) Artificial feeding - modifications necessary.
 - (4) Proprietary infant foods.
 - (5) Weaning.
 - (6) Importance of additional mineral supply.
- H. Food for the two years old child.
- I. Food for the three to four years old child.
- J. Food for the five to seven years old child.
- K. Food for the eight to twelve years old child.
- L. Food in adolescence and youth.
- M. Food for the family group - modifications.
- N. Food after fifty.
- O. Food in old age.
- P. Study of food plans and dietaries with proper energy requirements, correct proportions of food principles, vitamins.

Q. Food for the sick and convalescent:

- (1) Necessity for a knowledge of energy requirements and the type of diet needed.
- (2) Study of typical menus of different types of invalid diets.
- (3) The convalescent diet.
- (4) The diet in minor illnesses: e.g. colds.
- (5) Diets for more serious illnesses: acute indigestion, intestinal putrefaction, fevers, tuberculosis, food poisoning, diabetes.

R. Deficiency diseases (cause, prevention and cure).

- (1) Eruptions of the skin.
- (2) Scurvy.
- (3) Rickets.
- (4) Xerophthalmia.
- (5) Beriberi.
- (6) Pellagra.

S. Relation of faulty nutrition to early loss of youth and vigor.

2. Outline for Laboratory Periods:

Foods and meals for the various types studied, should be actually prepared. The practical work should be carried along with the theory, thus stimulating and holding the interest of the class in the discussion periods.

Institutional Management

1. General Information

(a) Name of the person or organization:

(b) Address:

(c) Telephone number:

(d) E-mail address:

(e) Date of birth:

(f) Date of death:

(g) Date of marriage:

(h) Date of divorce:

(i) Date of remarriage:

(j) Other information:

(k) Signature:

(l) Date:

(m) Place:

(n) Witness:

(o) Notary:

(p) Other:

2. Declaration of the person or organization

(a) I declare that the information provided is true and correct.

3. Signature of the person or organization

(a) I declare that the information provided is true and correct.

(b) I declare that the information provided is true and correct.

(c) I declare that the information provided is true and correct.

(d) I declare that the information provided is true and correct.

Signature of the person or organization

Aims:

1. To convey a clear idea of the difference between the home kitchen and the institutional kitchen.
2. To impress the importance of cooperation among members of the working group.
3. To stress the necessity for wise discrimination in marketing.

1. Outline for Discussion Periods:

A. The Institutional Kitchen:

- (1) The most desirable size and shape.
- (2) Proper relationships of position of various working units.
- (3) The equipment (a) Necessary.
(b) Desirable.
- (4) The mechanical devices - consideration of the elimination of human labor. (Students should make their own lists of mechanical devices, being prepared to discuss them and discard those which they consider unnecessary or unprofitable).

B. Marketing:

- (1) Review work of second year on marketing.
- (2) Stress great necessity for wise uses of left-overs.
- (3) Necessity for quick, accurate judgment in quantity buying.

(4) Cash transactions usually most economical.

C. Cleanliness of Institutional Kitchen:

(1) Personal habits of employees.

(2) Each person responsible for her own equipment.

(3) Refrigeration of foods.

(4) Disposal of waste.

D. Field Trips:

Arrange visits to two or more kitchens of the following types:

(1) Hospital, (2) Hotel; (3) Restaurant, (4) Cafeteria.

(The girls will get the greatest benefit from these trips if made after the class discussion has taken place).

Food Study - Institutional Cookery

Aims:

1. Further development of judgment in planning and marketing and skill in the preparation and serving of meals.
2. Ability to plan and prepare meals on a large scale.

1. Outline for Discussion Periods:

- A. Types of institutional kitchen work and the ways which they differ.
- B. Recipes:
 - (1) Comparison of home and institutional recipes.
 - (2) Importance of retaining flavor in large quantity cookery - ways of doing this.

1. The first part of the report deals with the general situation of the country and the progress of the work during the year. It is divided into two main sections: the first section deals with the general situation of the country and the progress of the work during the year, and the second section deals with the results of the work during the year.

2. The second part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

3. The third part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

4. The fourth part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

5. The fifth part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

6. The sixth part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

7. The seventh part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

8. The eighth part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

9. The ninth part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

10. The tenth part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work during the year, and the second section deals with the results of the work during the year.

C. Efficient Service:

- (1) Different standards, e.g. daintiness in tea-room service, speed in cafeteria service.
- (2) Time tables - importance of following a definite routine.

2. Outline for Laboratory Periods:

- A. Preparation of Foods on a larger scale should be continued. For example orders might be taken and individual pupils made responsible for canning a whole case of fruit, making a dozen glasses of jelly. An effort should be made to make the student more self reliant, giving her an opportunity to apply, under observation, the principles learned in her second year's work.
- B. More extensive preparation of batters and doughs, meats, fish, poultry, vegetables, desserts, pastry and entrees.
- C. Experiments in fireless cookery.
- D. Practical work on one or more forms of institutional food preparation, giving the students practice in the planning and serving of meals to groups larger than the average family. The success of this work will largely depend upon the initiative and resourcefulness of the teacher in charge. The work might take the form of:

- (1) Cafeteria lunches served to students.
- (2) Noonday luncheons served to teachers.
- (3) Afternoon refreshments served to teachers or pupils.
- (4) Food orders filled, to be taken home.

(Prices to practically cover the cost of foods served should be charged.)

APPENDIX X

Arts and Crafts

Our great heritage of the arts of the past is an invaluable storehouse of inspiration and knowledge which should be studied. The modern philosophies of art, as seen in painting, industrial arts design, sculpture, architecture and other phases of life should also be presented.

Abstract and non-objective art should be emphasized, not at all to the exclusion of more conventional art forms, but because they are stimulating means of expression themselves. Non-objective art also has significance because it has such close relationship to modern industrial design and architecture.

The entire art endeavour should be creative in nature; an attempt to stimulate the fullest expression on the part of the student. In the case of a project there is, of course, always the practical application of the design to be considered, but here, too, originality should be stressed.

The first year program is exploratory, and students may be permitted to try out several phases of the work.

Arts and Crafts I

General: Folio Construction

Design:

Structural and ornamental design

Relation of art to industry

Sources of design

Principles and their application

Drawing and Painting:

Geometric solids and nature of forms

Colour:

Note: While the orthodox "colour schemes" such as monochromatic, analogous, etc. may be taught, it is more important that students learn to use colour without necessarily referring to these.

Any hues can be combined in a design successfully if used with skill as to value, intensity, amount and distribution. When "colour schemes" are stressed, students are likely to acquire two false ideas:

(a) That if these "colour schemes" are used, the results are likely to be successful.

(b) That no other colour relationships are likely to succeed.

Colour is an exciting phenomenon which should be experimented with and not prescribed by too many rules.

Lettering:

Poster alphabets

Drafting for Girls:

Definitions, use of instruments, geometric forms, etc.

Commercial Art:

More intensive study of lettering; brush exercises; layout; layout as applied to commercial art problems; price tickets, sales cards, bulletins, letter heads, poster; labels; packaging; lino cuts.

Leathercraft:

Design bill-fold or change purse, including decoration; thonging; use of punch; press studs; sewing leather; cobbler's stitch; cut leather; stencil patterns; book ends of tea cosy; designs for embossing; use of embossing and modelling tools; comb case or scissor case; monograms for bag-tag or book mark; extra articles; shopping list, card case, camera case, glove case, playing card case, gloves.

Pottery:

Preparation of clays: three-dimensional designs; flower-pot coil method; decorating with colored clay; making slabs; making slab box with lid; making a lamp base; glazing.

Modelling and Plaster Casting:

Slabs: low-relief, bird and animal forms; clay three-dimensional groups; soap carving of bird and animal forms; model foot, hand features; simple casting; wood carving.

Interior Decoration:

Study of material used; woods and wood finishes; walls and wall coverings; floors and floor coverings; windows and window coverings; simple floor plans and elevations; re-decorate second-hand furniture.

Stage Art:

Construction of model stage for class use; construction of cardboard model stage by each student; colour for stage effects; various types of settings, as, naturalistic, conventional, abstract; papier mache masks (simple); marionettes (simple)

Textile Printing and Dyeing:

Tie-and dye; single colours; variegated; top dyeing; batik (simple designs); block printing; stencilling.

The silk screen process of printing, while not feasible for large groups of students, could be used successfully by individuals or small groups. It is a quick and interesting method of producing program covers, posters, fine art designs and textile patterns in fast dye.

Art Metal:

Bent-iron designs for sign brackets; flower vase stands; flower pot rack; hanging flower basket; window box brackets; candle holder; desk lamp; cut, bend, drill and revel metal; etching in copper and brass, work out designs

for desk set; blotter corners, rocking blotter, calendar.
Make these articles and decorate.

Dress Design and Fashion Drawing:

Study of line in dress; dressing abnormal types to camouflage abnormalities; neck cuts for different facial types; hat design; costume studies.

Bookbinding:

Pamphlets, one signature; wire bound; paper case; tape binding; making cases; rebinding magazines.

Plastics:

Modern developments in the plastic industries; composition of plastics; definitions -- binder, filler, colouring matter, lubricant, etc.; classification -- (a) Thermo-setting (b) Thermoplastic; hand and power tools used in working plastics.

Suggested Projects:

Toilet articles; jewelry, buttons, buckles, handles, picture frames, beads, signs, shade pulls, desk sets, lamps, name plates, paper knives and inlays.

Weaving:

Looms and their construction; design for weaving various useful articles for wear and decoration; wool and its preparation, fleece cleaning, carding, spinning, dyeing, setting up loom, warps; weaving table mats, scarves, cushion tops, runner, curtains, rugs, cloth.

Art Woodwork:

Many original and useful articles can be made of wood -- photo albums (hinged with leather thongs or hinges); brooches or other costume jewelry; fancy boxes; ornaments, etc.

Arts and Crafts IIDesign Required:

Appreciation; good and bad in structural and ornamental design (pattern lectures); scrap book collection of examples; critical analyses; layout.

Drawing:

Cast and pose drawing in pencil, ink or wash; still life groups; imaginative drawings for stories.

Figure Drawing:

Besides drawing from posed figures in the class room, students should be urged to sketch from people in action or at rest, at home or on the street.

Colour:

Harmonies; colour application for dress, interiors, stage, etc.

Lettering:

Practice

N.B. Select any two of the following second year craft phases.

Commercial Art:

Wrappers; bookjackets; photo-retouching; silver print drawings; line-block cutting and printing in one and two colours.

Draw articles such as furniture, leatherwork, for reproduction in catalogues or in advertisements.

Leathercraft:

Design a bookjacket or magazine cover; use a panel decoration; embossing and thonging of edges; staining; use of water colour, oil colour, caustic soda, gold leaf. Choice of articles for second year -- music cover, table or radio cover, desk set, tea cosy, lady's purse.

Pottery:

Use of wheel; turning of plaster core; cast vase; tile design -- line pattern; glazing; pottery history -- Egyptian.

Interior Decoration:

Interior groupings; drawings of groups or corner arrangements in ink and wash; colour and texture studies; perspective drawings of rooms; period furniture -- Queen Anne, Early Georgian, Louis XIV, XV, Chippendale.

Modelling and Plaster:

Modelling in papier mache; use of crack filler, hard putty and gesso; keen cement; low-relief plaque in gesso;

modelling from casts; making of armature; original composition in the round; casting; cement tiles in colour.

Stage Art:

Drop-curtain, making of properties; stage settings in colour by painting or cut paper, for special plays; miniature cardboard models showing stage sets of various types; simple stage costumes.

Textile Printing and Dyeing:

Designing in charcoal; wall hangings, scarf or cushion top. Work out in colour by batik method. Continue work in block printing and stencilling.

Art Metal:

Using copper, brass, pewter, etc.; pierced metal; design pierced metal patterns for such articles as napkin ring, paper knife, bracelet, monogrammed buckle; make article and saw out decoration; repousse in light weight sheet metal; designs for masks, note book covers, greeting cards, telephone book cover. Minimum -- 3 articles.

Bookbinding:

Half-leather case; rope binding; suede covers; snapshot album with posts; gilding.

Dress Design:

Colour for types; complexion charts; study of suitable clothing for athletic type, dramatic type, ingenue type,

matronly type; develop original designs of costumes for these types; historic costume; modern dresses from historic motifs.

Industrial Design:

Work out original, practical designs for ornamental iron, refrigerators, stoves, radios, furniture, lamp fixtures, leather goods, wallpaper, linoleum, dishes, pottery, automobiles, etc. Study factory methods of production of each article designed.

Arts and Crafts III

Design:

Freedom and originality in design to be encouraged; wide latitude should be given students showing originality. A student may desire to follow some special line which should be permitted according to the judgment of the instructor. A composite selection of media or subject may be chosen.

Commercial Art:

Show cards; poster designs and layouts; poster technique; greeting card designs; signs on cloth, wood, metal or glass; cut-out signs and window display; projects; stencils and brush work; drawings for reproduction; methods of reproduction with visit to engraving plant.

Drawing and Painting:

Various media -- pencil, pen and ink, crayon, water

colours, oil, techniques; sketching of natural objects and landscapes; still life and figure sketching; colour mixing and monochrome painting.

Industrial Processes and Finishing:

Materials -- wood, metal, canvas, glass, plastics.

Processes -- enamelling, lacquering, powdering, graining, gilding, spraying, polishing, leafing. (Practice).

Modelling and Casting:

Media -- wood, plaster, cement, papier mache, soap, butter.

Projects -- holloware, book ends, mantle ornaments; busts and parts of human figures such as hand, foot, head, ear, animals; plaques; figurines; composition; glazes; use of kiln.

Interior Decoration:

Compositions in flat and in perspective; colour; models worked out with various media and arranged as sets; arrangement of flowers; history of period furniture -- Adam, Hepplewhite, Louis XVI, Sheraton, Empire, Modern.

Stage Art:

Model sets for specific play; full size scenery and properties for a dramatic presentation; period scenes and settings worked out; stage technique; lighting effects and colour effects; puppets and marionettes.

Art Metal:

Jewelry, designs for filigree; drawing out of wire, copper or silver and bending into forms; annealing, soldering; colouring; combinations of small sheet metal units and filigree as in leaf or flower forms; brooches and pendants; shaping of stones for settings; repousee work, napkin rings, bracelets; chains; rings; buckles; hinges, pins, catches.

Weaving:

A further study of materials used in weaving; designing patterns for projects; projects of a more advanced nature involving more intricate and difficult designs.

References:

- "Design in Modern Life" -- John Gloag -- Geo. Allen & Unwin
Ltd., London
- "Art Today" -- Faulkner, Ziegfield and Hill -- Henry Holt &
Co., New York
- "General Plastics" -- Cherry -- McKnight and McKnight --
Bloomington
- "General Bookbinding" -- Groneman -- McKnight and McKnight --
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